Vol. 26 APRIL, 1926 No. 1

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

For the Grades, High School and College.

26th Year of Publication.

A QUARTER-CENTURY OF EDUCATIONAL ADVANCEMENT

REFERENCE to the bound files of the Catholic School Journal reveals that its reception at the outset of its career, twenty-five years ago this month, was gratifying and encouraging, as is the support accorded it at the present time, justifying fond anticipations indulged at the beginning that The Journal as a regular visitor would be welcomed by every Catholic school and college and in every Catholic pastorate in America.

To merit the fullest confidence of all the friends of Catholic education has been and will continue to be the aim of its conductors. Contributors to its columns, selected from the front ranks of writers producing the most significant educational literature of the time, have discussed and helped to solve vital problems of pedagogy as they arose. The bound volumes containing its issues for twenty-five years constitute a library, truly Catholic in spirit, practically adapted to the needs of the devoted workers consecrating their lives to the intellectual, moral and spiritual training of the Catholic youth of America.

In the future, as in the past, the policy of The Journal will be to afford material assistance and stimulating suggestion to the teacher in the class-room and to lighten in some degree the burden of the pastor striving faithfully amid a multiplicity of parochial duties to make the school under his direction in every respect a success.

An editorial article published in Number 2 of Volume I contained the following assertion of a truth as pertinent now as when it was first expressed: "In union of forces and uniformity of methods lies the future of our Catholic schools." That both of these ideal conditions have been furthered through the instrumentality of the Catholic School Journal demands no argument in addressing Catholic educators, who will rejoice that the Twenty-Sixth Volume of this publication opens under favorable auspices, with hearty commendation and co-operation from the members of the teaching body and the religious generally.

In every branch of human endeavor the interchange of ideas between fellow-workers results in profit. Old and experienced teachers as well as tyros at the threshold of responsibilities in the educational field read The Journal from month to month, realizing that perusal of its contents is comparable to attendance at a teachers' institute or an educational convention. They know that in its pages wide experience and ripe judgment constantly are broadcasting messages of specific or general value to all concerned in the training of children and the exposition of knowledge. They are aware that serious mistakes may be avoided by the application of borrowed wisdom, which sometimes inspires trains of thought leading to triumphs of original achievement. They are profoundly convinced that the habit of reading The Catholic School Journal, and thus keeping in touch with what is going on in the broad field of Catholic education, fosters their mental growth and adds to their professional efficiency.

IN THIS ISSUE:

Library Reading an Essential in Education — Attention

Ambition to Excel — Backgrounds of Literature

Purpose and Value of Observation Lessons — Free Constructive Drawing

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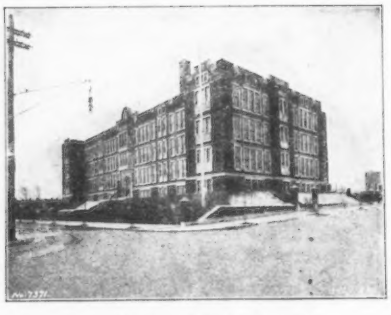
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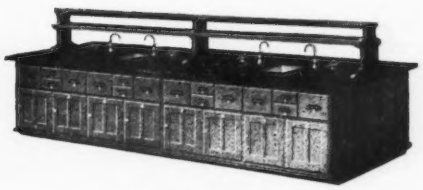
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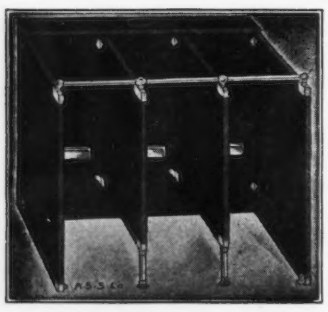
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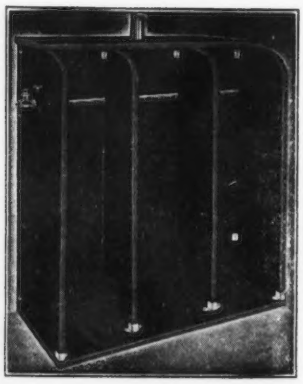
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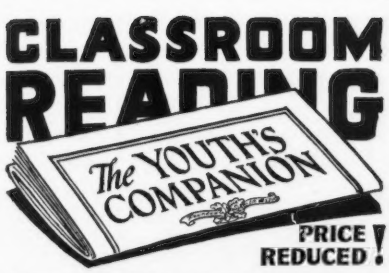
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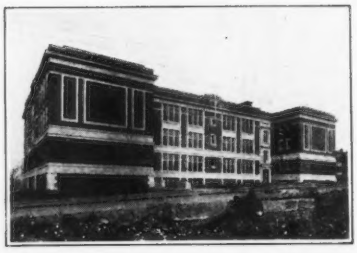
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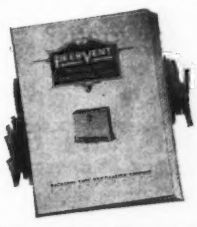
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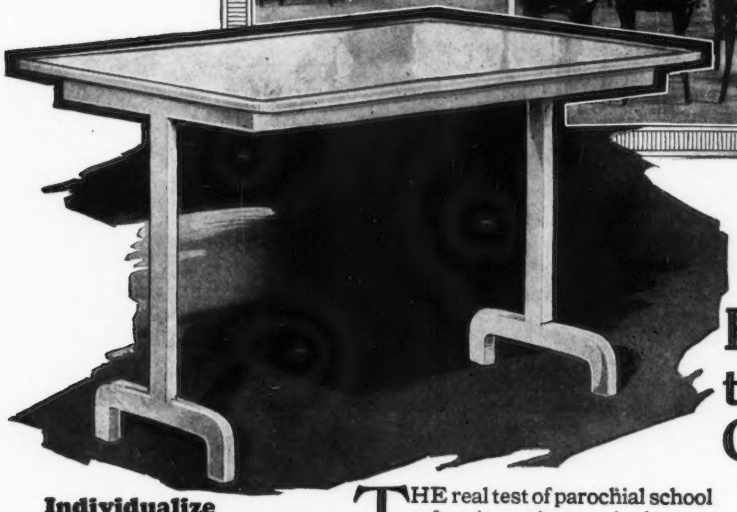
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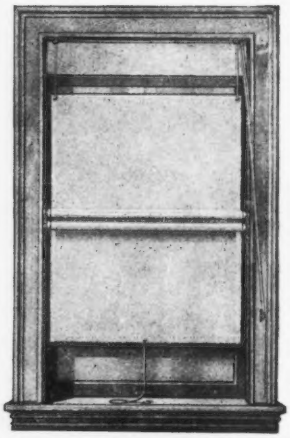
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Current Educational Notes

By "Leslie Stanton", (A Religious Teacher)

SUMMER IS Y-COMEN IN.—What an inspiration should the month of May be to the teacher! Even though it comes upon one in the guise of much effort and great stress, though it calls upon us for a last endeavor in the waning school year, though it is the time when we must balance educational accounts, that is as it should be. But it does far more than conclude the program of the year. It is not a judge, sitting upon the glories or the failures of our work with little souls—it is a herald full of promise for the things that are to be. It is really a symbol of true education for the teacher who has vision. The eternal spirit will not be enchained and the petty trials of the school year are but studied means to sharpen the appetite of the teacher for the joys that are to come. And the month of May, the month of Mary, the time of roses and of nature's glory is a fit harbinger for all those things that are our fondest hope. May is a prodigal month in the bounty of its gifts; it is the beauty of the spring and the first blush of summer. Mother Nature seems to outdo herself in a warm benevolence. All's right with the world and who are we to frown at petty problems when May beams in such happiness?

Even if we have become the staid and urban modern, and would not go a Maying with Corinna if we could, even if we have lost the pastoral charm that was the soul of other days, let not our spirit be dark and drear. The month of Heaven's Queen should thrill our hearts to joy though our poor fancy is starved upon the dour darkness of dull urbanity. It is the teacher's right to dream; your teacher is the only true dreamer by right divine, for he alone dreams things that will come true.

And if May will not inspire you to faith to fancy or to freshness, if you are the Professor of Mathematics or of Astral Chemistry and take yourself very, very seriously, why then remember that May precedes directly the long vacation. Ah! the month of May!

ENCOURAGE BACKWARD PUPILS.—Kansas City's superintendent of schools furnishes the latest report of a successful undertaking to diminish the number of public school pupils failing in their work and having to be conducted for a second time over ground which they have traversed once.

As there will be general interest in the methods employed, let it be stated without delay that they included careful grouping of pupils in accordance with their abilities, and special instructions to teachers to encourage backward children and induce them to put forth every endeavor in the effort to master their lessons.

In the school year 1921-2 the proportion of pupils failing to secure promotion in the Kansas City schools was ten per cent. of the number enrolled. To put the statistics of that year in another way, 2,400 pupils had to be retaught, the cost of this amounting approximately to $109,000. In the present year the number of pupils retarded has been about 700, or only 4.42 per cent. of the enrollment, which, it must be conceded, affords a very favorable commentary on the efficacy of the new methods with pupils.

In advising teachers as to the part which they are expected to perform in keeping their schools up to the new mark in efficiency, the superintendent lays stress on the cultivation of confidence and enthusiasm in the minds of the pupils. This is a practical idea. Many a child is deterred from doing his best by fear that he is doomed to fail. Praising such a youngster when he performs good work may well go far to remove from his mind the handicap of apprehensiveness and stimulate him on future occasions to "put his best foot forward."

SCHOOL LEGISLATION.—Statistics gathered for the federal Bureau of Education indicate decreased activity in the enactment by state legislatures of laws relating to education—not so great a decrease, however, as need occasion serious alarm, assuming educational legislation to be usually a good thing. The concrete fact is this—that the number of educational measures enacted in 1923-4 aggregated 1,400, which was 200 fewer than the number enacted in 1919-20.

The peak in the multiplication of statutes on educational subjects was reached in the period immediately following the World War, when there were numerous enactments increasing school funds and extending facilities for elementary education.

Referring to the subject in his biennial report, William Hood, assistant specialist in school legislation of the Bureau of Education, says that there is need of a complete codification of the public school laws of each state, written as a single bill, and enacted as a law establishing it as the state code of school laws.

STUDENTS WHO WORK THEIR WAY.—For inspiring illustrations of the old saying that "where there's a will there's a way" it may be worth

while to direct attention to what is going on among undergraduates in American institutions of higher education.

American biographical dictionaries are crowded with the names of men whose rise in life began when they were students, supporting themselves by teaching during vacations or performing daily tasks for wages while at the same time making their way through college. But not only Americans are capable of notable achievement in this line. In all the larger colleges and universities in the United States there are students from abroad, and, surprising as it may appear to people who have not looked into the matter, a very considerable proportion of these are earning the money to pay for their education. One might suppose it would be more difficult for them to find employment than for natives of the country to do so, but this is not always the case. Indeed, there are advertising companies on the lookout for Chinese, Japanese and Filipino students to act as translators.

The range of occupations in which students find employment is illimitable, though in many instances they are fain to accept humble tasks like tending furnaces, shoveling snow or milking cows. Waiting on table is a student occupation that has become traditional. Students of journalism often find it possible to secure positions as reporters or contributors of special articles to the newspapers. Students of pharmacy have been engaged to help out in drugstores. In more than one instance men who were attending classes in commerce have negotiated profitable deals in real estate. Two young fellows taking an engineering course made a considerable sum beyond what they needed for their college expenses by buying used automobiles at nominal prices, putting them into prime working condition, demonstrating them to the satisfaction of would-be purchasers, and disposing of them at handsome profit.

Naturally there is less opportunity for students to find paying work in the vicinity of small town colleges than in that of institutions located in or near the great centers of population. Students of Marquette University, Milwaukee, have earned money in more than fifty different ways, some of them leading to profitable alliances after graduation. It is reported that students of the University of Chicago are engaged in eighty-five different kinds of work, and that the proportion of undergraduates earning all or part of the money required to pay the expenses of their education amounts to ninety per cent. of those enrolled.

AN AUXILIARY TO SCHOOLS.—No argument is needed to enforce the proposition that museums are valuable auxiliaries to schools. Educators throughout the country will be interested in the announcement that plans are afoot for the erection in New York City of a permanent industrial exhibit to cost perhaps fifty million dollars and to be known as the Museum of the Peaceful Arts.

Establishments of this character are existent abroad. The Deutsches Museum of Munich is a well-known example, and there are others in London, Paris, Vienna, Rotterdam and Budapest, but the one in New York will be the first in the United States. Heretofore in this country the word museum has connoted collections of curios or of scientific specimens, interesting chiefly to medical men or students of archaeology or geology or conchology, or perhaps to collectors of bric-a-brac or old lace. The scheme of the Museum of the Peaceful Arts includes elaborate exhibits of objects relating to agriculture, mining, mineralogy, forestry, woodworking, engineering, architecture, industrial chemistry, electricity, aeronautics, the building trades, and other industries large and small. There will be displays of raw materials and finished products and working models exhibiting the minutest details of manufacturing processes.

Here a general view of the industry in which he is engaged will be obtainable by the workingman trained to operate a single machine. Here boys will be able to observe the demands made by various industrial activities upon those to whom they afford employment, and to gain ideas that may lead them to make intelligent choice of vocation. Many are likely to be the instances of individuals gifted with a talent for invention to whom a visit to this museum will reveal "channels in which they may be useful" to the benefit of themselves and possibly also of mankind.

Presumably the time is not distant when there will be museums of this character scattered throughout the United States.

UNIFORM NOMENCLATURE DESIRED.—Students of the history of commerce are aware that a large part of the world's progress in matters of the intellect has been due to the needs of business. It was business men who led in the substitution of the Arabic numerals for the Roman numerals among the people of Western Europe, without which mathematical science never could have reached the heights it subsequently attained. At present the expansion of the business in radio equipments gives rise to necessity for common terms and symbols. For some time past there has been a similar need with respect to the nomenclature of general electrical supplies.

An international dictionary of electrical terms is about to be compiled, which will constitute the first step toward making speech identical throughout the world where subjects dealing with electricity are involved. The interesting problem will be discussed at a ten-day international convention to convene at New York on the second Tuesday in April.

THE PLATOON PLAN.—Despite objections to the platoon plan which have been made by public school teachers in Chicago and elsewhere, ninety-two cities in thirty-two states have arranged for the use of the plan in one or more of their public schools. This plan, otherwise known as the work-study-play plan, has been recently put in force in the public schools of Elwood City, Pennsylvania, while Wheeling, West Virginia, has nearly completed a new building especially designed for the requirements of its first platoon school. Other cities in which schools will be organized on this plan during the current year are Memphis, Tennessee, and Waltham, Massachusetts.

REVISING THE CURRICULUM.—The Department of Superintendence of the National Education Association has appointed a commission to take leadership in a movement for comprehensive revision of the curriculum of American public schools. It is stated that five hundred school systems in the United States are now enlisted in a co-operative plan for curriculum revision and are hopeful of results which will not only be beneficial from an educational standpoint, but will make possible a reduction in the amount of money necessary for the support of the schools.

Library Reading an Essential in Education

By Rev. Paul J. Foik, C.S.C., Ph.D.

THE world today is burdened with materialism, rationalism, pessimism and other attendant evils. Its people, sin darkened and confused by false philosophy, are groping for knowledge from right thinking men, illumined with the lighted torch of truth. In this dark age of learning without religion Catholic education, Catholic authorship, Catholic scholarship, Catholic reading must again become, as in the era of faith, the guides of the weary pilgrims on their journey to eternity. These signs are, as it were, the pillars of cloud by day and the pillars of fire by night, leading these lost children out of the wilderness of unbelief.

Catholic educators are strategically situated to lead an attack against the destructive and demoralizing principles that helped to fasten on this nation a cruel stigma, viz.: a higher percentage of criminality than that of any other nation in the world. Where secular education has failed is in not teaching our American citizens to think together and correctly on fundamental precepts as revealed by God.

Only those thoughts of the great minds of all ages that have been tested in the alembic of truth are worthy of our attention. Whether ancient or modern thinkers conceived them it matters not; we need the great thoughts of all time. Is everything worth while to be found in the writings of the great masters? No, there is no reason why contemporary authors should not write books "full many a gem of purest ray serene."

Higher education presupposes contemporary activity and development, otherwise there is no justification in learning. Superlative achievement and creative efforts beget genius, which is not the product of any particular epoch, nor is it always the creature of some peculiar circumstances. Intellectual endeavor and progress are pacemakers for classical accomplishment and run elbow to elbow with it in the race for higher ideals. Hence the writer of today in his quest for literary immortality must be taken into account.

Honest appreciation and not antagonism are his due if the author adheres to Christian principles. Censorship and annihilating criticism are fit punishments for those whose only claim to originality is to clothe heterodoxy and immorality in a dazzling and seductive garb to entice the unwary reader. No matter how brilliant the alluring thoughts may be, they are but tinsel if they cannot stand the acid test of truth and of ethical refinement and conduct. Under the same scrutiny ought to be placed the insipid and commonplace writings of those wholesale literary producers whose attempts at cleverness make a very unsavory dish. Thousands of people there are who would prefer this trash to standard works by reputable authors, just as they would rather select embalmed beef in place of the tasty and relishing caviare.

Besides the tests of truth, ethics, and good taste, classical literature selected to be read, should possess nobility of thought, elegance of style, correct use of language, and simplicity and clearness of expression. In fiction sordid realism, and unwholesome, disheartening and disturbing pessimism must be shunned, for they are the instruments of the devil himself, to encompass our souls with flaming sensuality and depravity that lead to perdition. The portrayal of happy home life, pure conjugal love and martial fidelity among fair women and noble chivalrous men must be faithfully adhered to in every romance. Lewd vulgarity, suggestiveness, and the grotesque and flippant representations of divorce and other sins of society are deadly poisons to both mind and soul. The choice of the best stories of daring and adventure should be promoted because they stir the blood and inspire courage, but at the same time the glorification of brutality should never be tolerated. Tales of mystery and problems should be provided because the mind of the reader is stimulated by the intricacy of a well-veiled plot and is fascinated by the real cleverness and mental alertness of the writers in untying their own Gordian knots. Aside from all these considerations a keen appreciation of poetry and drama is necessary for the cultivation of the imagination, that faculty which holds the mirror up to nature, that enables man to drink in its marvelous beauty—that faculty, so exquisitely defined in Wordsworth's sonnet:

"'Weak is the will of Man, his judgment blind
Remembrance prosecutes, and hope betrays
Heavy is woe: and joy, for human kind,
A mournful thing, so transient is the blaze!'
Thus might **he** paint our lot of mortal days
Who wants the glorious faculty assigned,
To elevate the more-than-reasoning mind,
And color life's dark cloud with orient rays.
Imagination is that sacred power,
Imagination lofty and defined;
'Tis hers to pluck the amaranthine flower
Of Faith and round the Sufferer's temples bind
Wreathes that endure affliction's heaviest shower,
And do not shrink from sorrow's keenest wind."

What then is the duty of the school librarian? He has an obligation by reason of his office to make known the resources and treasures of the library. Along with the teacher he must make every effort to stimulate a taste in the student for only the best in literature. If there is one criticism that can be made regarding the majority of our public libraries, it is the fact that they cater too much to the popular demand for latest copyrights, and alas, the immortals in literature are too frequently absent from the catalogue. The profusion and display of light fiction is an enticement to the curious who grasp them because they are within easy reach. Such books, if wholesome, are good for tired minds, but they do not excite thought, and the continued practice of reading them causes the exercise of the intellect to dwindle almost to nothing; since they deaden the desire for the reading that is really worth while.

The school library has a definite place in education, provided the teacher and the librarian work hand in hand. An enthusiastic, earnest and conscientious teacher will meet the efforts of the eager and painstaking librarian more than half way; for upon the instructor of youth rest the chief respon-

sibility and duty of directing the reading of his students into the proper channels, and of stimulating by demonstration and example in the classroom, a genuine love for the best books. This contemplation by the reader of the spiritual and intellectual beauty concealed in standard literature, may be likened to the bee sipping the sweetest nectar from the choicest flowers. Hence the sooner the students are led by the teacher to the library, the earlier the taste for good reading will be cultivated.

The library training that students should receive should be commenced in early childhood, when the ennobling influence of literature is best able to mold their plastic characters, and when the imagination is capable of presenting pictures "lofty and refined." In their first years they should become thoroughly acquainted with the beautiful stories of childish fancy, in which the imagination has full play, e. g. fairy tales. Next in order the instincts for enjoyment of the reader are aroused by adventure, especially relating to miners, pirates, sailors, soldiers and sky pilots. What boy has not been charmed by Robinson Crusoe and by Treasure Island? The youth's appetite for knowledge is then whetted for history, travels and science. That the best results may be obtained, books suited to the age and mental development of the boy or girl must be kept in mind, and these should be made available by the one furnishing the guidance.

Thus it is clearly seen that the librarian too, must understand children, the youthful mind's psychology and the steps of its advancement to maturity. The school should work diligently with the library. Modern methods of education have united them in wedlock, for they take the place of the parent in training the child to think. To regard the library as distinct from education is an egregious blunder, yet many schools and even colleges have not provided their students with the library, so essential for the education of youth. Others there are whose queer conglomeration of odds and ends betray the characteristics of a dime museum, a curiosity or a junk shop. Surely these are not the homes of inspiration!

Those educators who treat the library as a factor in education lightly, and who so poorly understand the needs of boys and girls, as not to provide supplementary reading, can not be expected to make either good librarians or excellent teachers. One has only to study conditions as they exist in many of our miserably equipped libraries to be convinced of the fact that education under these serious handicaps is bound to be defective and superficial.

Sometimes it is not the librarian's fault when cooperation is lacking; but he must labor nevertheless until the condition is remedied. He must endeavor to persuade each teacher in turn that the library possesses valuable material outside of the text book. Perhaps the teacher must himself be taught so that he can instruct others. The school master's daily contact with the pupil in the class room gives him the opportunity to make known the significance of good literature. Illustrative materials give the students a broader view of the subject in hand, and pave the way to the arousing of interest that may lead them to do extensive reading on their own account. The awakening of the desire for the best books is the beginning of the library habit, which is likely to last all through life.

It is in the leisure of home life that the benefits of library training more fully manifest themselves. What joy and contentment to read in the family circle during the long winter evenings when all is quiet, or on Sundays, holidays and vacation! The parents need have no fear or worry when once the charm of books, and the love of knowledge grips like a magnet the youthful mind. No vices or passions will hold sway there, for the intellect and the will are occupied with better thoughts.

The records of school attendance show that few of our boys and girls in comparison with the total numbers get anything but an elementary school education. After four or five years they are through with study unless extension courses are provided. For this less fortunate class as well as for many adults provision for further education must be made, otherwise they will relapse into what may be called a second illiteracy; and in the solution of this problem the library must play an important part.

There is also a great need of adult education for the thousands of foreigners who come to America from every country in Europe. Their first efforts are directed to gain a speaking and reading knowledge of the English language. Catholics have a social and religious duty to welcome them and to guide their education into the proper channels so that they may not lose the faith. The foreigner needs to be appreciated, and when he realizes that we are his friends, his mental and moral exertions are such, that he quickly responds to his duties as a citizen and as a member of the Church.

Much of the prejudice of the so-called hundred percent Americans or Klansmen would be removed by increasing our own respect for those new strangers in our republic, and we will clear away the most serious obstacles to their intellectual, political and religious progress in our midst. The better we know the foreigners, the less objectionable he will appear. The principal fact we Catholics should always have in mind in our treatment of these people is that they are our co-religionists; men who come from lands where poetry, song, art, architecture, and sculpture abound, and they have absorbed some degrees of refinement, the qualities that help to make our nation great and glorious in intellectual and moral achievement. The preservation of that culture was due to the church, which has always been the patroness of art and learning, and further to develop an inherent love of beauty is a rare privilege accorded today to Catholic education. Chiefly through the cultivation of the best reading by our Catholic adult population, can this be accomplished.

The Catholic school library has a mission to perform aside from the education of youth. If we wish to arouse the slumbering minds of these adults, we must awaken in them the mental pleasures suited to their condition. In the presentation of a course of reading what is wanted, by way of introduction, is a simple statement how the work is to be pursued. Just as a taste and appreciation for good literature is developed by degrees in students so more advanced and annotated lists of best books can be provided for their elders. This is the sort of library extension that can be carried on through the medium of the pupils now attending our Catholic schools and colleges.

(Continued on Page 30)

Ambition to Excel

By Sister M. Louise, S.S.J., Ph.D.

PERHAPS, we are justified in making the general statement that everyone has an ambition to excel in different things. For example: Mr. A. is building a new home, and Mrs. A. is putting forth every effort that it shall excel all the homes on that street, or even in the neighborhood, and if the town is not too large, she may have the desire that her home be the best and finest in the place. The children, too, are equally anxious, and they plan and suggest, and show a great desire for its completion and are willing to make sacrifices that it be perfect in every detail.

A new automobile is to be purchased by the X family. Does not every member of the family desire that it be the latest model, the best make, the finest appearing car in the town?

Is there not an ambition among girls to have the prettiest dress, the smartest hat, the niftiest shoes, etc. Let's get a little closer to our problem. Are we not conscious of the cultured manners of others, and have we not a secret desire to possess such refined behavior, and do we not admire, even stand in awe of dignity? Now, we are very close to the point. Would we not wish to possess the flow of language, the order of thought, the forceful expressions of others. Our ambition in this last is not so strong, and that perhaps for two reasons. First, others do not seem particular about their language, and secondly, it is "too hard" to acquire. Both objections can be eliminated by the teachers in the primary grades. There is the place where the ambition to excel in Language should begin, and from there caried out faithfully through the grades up into the high school where language becomes a part of self to be carried with self all through life.

All being enthused with this desire, we can no longer say, "others do not care." To quote Katherine Knowles Robbins: "We are looking forward to a time when all of us shall feel the same pride in speech that we have in fine clothes. Very few of us object to an improvement of our wearing apparel; we don't object to have a finer touring car than our neighbor. Why should we be so concerned lest our speech should be a little better than his? Why are we satisfied with the inferior brand?"

We begin by building a vocabulary of meaningful words. Children have a far larger vocabulary than teachers imagine. Some teachers forget that the little ones have been talking, and talking very freely, for four years before they start work in the primary grades. They can tell quite interesting stories by that time, and do not seem to want for words in the conveyance of their thought.

A gentleman accompanied by a little girl, boarded a street car. Soon the child became the center of attraction, and the father receiving many compliments upon her brightness, said, "yes, I admit she is unusually intelligent." She happened to touch a package which the gentleman sitting beside her held in his hands. "Look-out, that's hootch. Now, there's something you don't know." "yes, I do," replied the three-year old," "Daddy drinks it every night going to bed." And all on the car agreed with the father that the child WAS "unusually intelligent." "Babies" are intelligent, and they are observant. Indeed, primary teachers have wonderful material on which to work.

It is important that the public opinion be enlisted, and by public opinion we mean the entire class or school. An ambition to excel in choice language should be aroused in one and all. Sometimes boys think it too effeminate to speak correctly. The writer had an experience with a three-year old boy who seemed to be in possession of all the play things belonging to the crowd. "Who gave you this ball," was asked. "Her gave it to me," he replied. "Say, she gave it to me," came the correction. But he went on exhibiting the rest of his toys and paying no attention to the correction. "And who gave you the horse?" "Her did," said the youngster. Say "she did," again came the correction, and yet he paid no attention. "And who gave you the automobile?" "Her did," Now it would seem that SHE is no harder word than HER, and it would also seem that this is the time for the child to learn the correct way. If he once learns that he should say "she did" and not "her did," then he is getting any amount of practice in the correct form. But this child in question became irritated at the constant correction, and stamping his little foot said: "Ah. I don't want to talk like no woman." Here's a case where when the child becomes impatient, the teacher must forget the point, take up another and practice patience; for further persistence on the part of the teacher will only serve to establish a hostility between teacher and pupil from which no good will come. Better to drop the contention and await a more favorable opportunity. Even before these little men start out to school, they "don't want to talk like no woman." This also serves as a proof that we must have the public opinion enlisted, if we would arouse in these children an ambition to excel in better English.

The Hottentots represent the lowest form of human life, living very close to zero on the scale of civilization. It is well for us to remember that there is a numerous band of mental and linguistic Hottentots who do not live in South Africa. Linguistic poverty is not always indicative of mental poverty, but they are closely related. Rarely do we discover a mind heavily-laden with a rich foliage of words and a light harvest of thought, for language besides being a currency for speech is a moulder for thought.

Teachers should be thoroughly impressed with the importance of teaching children the corect form of expression. There is only one way to do this: Teach one thing at a time. Drill on a certain correct form of expressing thought, bring in all the concrete examples possible, and when thoroughly learned, and learned by use, then make the children responsible for such expressions ever afterwards. The item of paramount importance is that language be taught in all the classes. Teachers of other branches than Language should not accept incorrect expressions. If the children are responsible for their language during all of the school hours, this will over-balance the baneful influences of out-

side environment. Children should be taught how to select the corect word to express the particular idea. A good exercise for this is the choosing of the correct synonym from a group and applying it correctly in sentence-formation. The ability to choose not only facilities conquest of thought, but also shows ability to send that thought over a paved road from one mind to another.

Oliver Wendell Holmes understood this principle when he wrote: "I have seen a country clergyman, with a one-story intellect and a one horse vocabulary, who consumed his valuable time (and mine) freely in developing an opinion of a brother minister's discourse which would have been abundantly characterized by a peach—down—lipped sophomore in the one word——SLOW."

As the musician displays the ability to compose music for words and set words to music, so the teacher of language must set thought to words and words to thought, and this is fundamental to all advance in education.

Even to very young pupils we can explain how important is the study of language. They can readily see that it is the common bond of all our studies in the school room. We must use it in the geography class, in the history class, in all our classes, and without it, we cannot recite any lesson, hence it must be the most important of all because of its constant use. As the children advance, we can easily show them how Language must accompany them when they leave school and go out into the world to earn their living, and the earning of that living, and their position in the business world will depend upon their ability to speak that language effectively. Upon whatever occupation they plan to enter, it is their fine command of language that will help them most, for no enterprise in the world wants itself advertised by linguistic cripples. Every business concern has a leader and that leader is placed over hundreds of others, all of whom are chosen and directed by him. Among the required qualifications this leader demands of every individual in the force, is one that must stand out pre-eminently among the others, and that is his ability to use effective language forcefully. These leaders realize that the keen competition of the business world today demands a mastery of English, and they employ only such men as can use it effectively. In this way the business concern will succeed and prosper, and this will place the leaders in a position to do what they are doing, namely, to give largely of their time and thought and money for the advancement of education.

To the Courts of Justice go such matters as the case of the United States Government clerk whose error in copying a comma in a tariff law is said to have cost Uncle Sam two and a half million dollars. There also are lodged misworded contracts, ill-prepared sales letters, the murdered presentation of a claim, etc. And there is the place for such blunders, for it is at the bar of Justice that half the disputes are contentions concerning the meaning of words.

The lack of a command of English bars the way to success for many a man, whereas ability to use language effectively opens countless opportunities for acquiring positions of all kinds, and here is where choice is ours. Lincoln understood this when he said, while yet a child, "I will study and prepare myself, and some day my chance will come." And we know that his chance did come, and although he had not read widely, yet he read closely, and was in earnest. There never was a closer student of the Bible, than Lincoln, and it was in the Good Book that he received the inspirations which characterized all his future life.

Primarily, Language is a social affair. It is the medium through which our wants are made known. As man is the only animal that laughs, so also is he the only animal that speaks, and his speech introduces him to others more intelligently than any formal introduction could do. To quote Ben Johnson, "No glass renders a man's form and image so true as his speech."

We are all measured by our speech. Only a few minutes conversation with a perfect stranger and we can determine his home influences and social station, in a word, what he really is. Here we are reminded of the Bible story where the Apostle Peter was discovered among a group of strangers, warming himself by the fire, and when he denied his identity, he was betrayed by his Galilean dialect, provoking the condemnation: "Thy speech doth betray thee."

Good speech is a social asset; it is the door to circles that are worth while. Either you join in the conversation, or you do not. If you do not, then you must be satisfied to be classed with the dummies; if you do, you must have the ability to use effective language, or be dubbed a cripple.

Deeply-seated and universal is each one's desire to embody his ideals in beautiful form. In medieval times, the workman put forth every effort to raise heavenward the spires of a great cathedral; the silversmith found undying pleasure in fashioning, and giving beautiful form to the raw ore beneath his hammer; the painter poured forth his soul in prayer to the most High that inspiration would crown the living form created by his brush; the musician practiced with minutest care and exquisite precision that his tone-poem might take on life and speak out the ideals of the master; the sculptor spent hours of days and nights that lengthened into years that his chisseling in rough stone might breathe and take on life. Each of these artists striving in his own line to give form and habitation to his conceptions of beauty. To all it is a pleasure to listen to those who talk well, but it is a greater pleasure, each for himself, to have at command just the word for the thought, and to give these ideals a worthy form. Henry James, one of our modern novelist's has truly observed, "Speech is an art to be acquired and cultivated just as much as any of the other subtle arts of life." These are cogent arguments that teachers of English may offer their students concerning the value of good speech.

Training in the language must begin in the primory grades. Just as soon as the child starts to school so soon should his training in language begin. All too frequently teachers have given no thought to this all important subject in the primary grades, taking for granted that there is plenty of time to teach the child how to express himself correctly, and all the while he is permitted to practice the incorrect form of expression. The language

(Continued on Page 30)

Purpose and Value of Observation Lessons

By Sister Leona, S.C., A.B.

THE purpose in making observations varies according to the attitude of the mind of the observer, for in these days of strenuous endeavor, the teacher must not be surprised to receive a visit from any school official,—state or city school superintendent, supervisors of various kinds, parents, and sometimes other interested persons who may have no children in school, teachers experienced and inexperienced who visit and observe to receive inspiration from one who is master of the art, to gain a practical knowledge of the educational methods and movements of the day, to take note of the devices used for the conservation of energy on the part of the teacher and of quick understanding on the part of the pupil—in a word to observe professional growth and development through the methods employed.

Each visitor will carry away impressions modified by the particular purpose he had in making the observation. If each mind was quick to discover why certain lines of procedure brought about certain desired results; if it recognized that each point made in the teaching process led up to a broader and larger bearing on the entire lesson and the entire subject; if the assignment for the next day was such as to inculcate habits of study, individual research, and original expression, then the harvest reaped will always be a never failing source of inspiration and enlightenment.

The state and city superintendents are looking to the big values in educational life; to estimate the worth of the teaching done; to observe whether or not correct pedagogical principles are in use; to note the morale of the teaching body and the school spirit of the pupils; to read the character of the teacher in the light of sympathy, sincerity, firmness, and enthusiasm; to reckon her possibilities; to estimate her undeveloped potentialities, in order to offer suggestions for improvement, or to extend the hand of warm approval for the sake of encouragement.

The parents and friends come in an entirely different attitude of mind, and while the motives for visiting may vary, results need never be dreaded by the teacher. If kindness and courtesy characterize the welcome accorded them, cooperation will naturally result.

The teachers who come to observe usually come for inspiration and assistance, knowing full well that all teachers are confronted by the same problems, and have the same difficulties to overcome. The change of scene and social intercourse have a stimulating effect upon the observer, and if she is prepared to follow the lesson in the light of pedagogical and professional training, immense benefit may be derived from the observation.

Informal talks with the observation teacher in which special needs or difficulties are frankly discussed are of great benefit to the novice-teacher, especially, if the entire responsibility of a class has been entrusted to her. The mental content of her class may be anything but uniform, for every year brings forward its full quota of precocious, indolent, slow, and deficient children whose responses need an experienced mind to classify and direct to the satisfaction of all concerned.

Before any great practical value can be obtained from visiting the teacher at work, it is necessary for the observer previously, through a regular course of training, to have made an analytical study of lesson procedure. There can be no doubt that a very great part of one's knowledge is gained from observation; that it is one of the essential elements in scientific study, today; that it is a very necessary qualification in the preliminary preparation for the practice of any art, and particularly that of teaching.

The teacher who observes for the purpose of getting suggestions, should be trained to recognize on entering the classroom whether the light enters from the right angle; whether the heating, seating, and ventilation are, at least, passable; whether the blackboard space is sufficient for the number of pupils; and whether there is plenty of illustrative material such as maps, charts, globes, pictures, etc., for practical purposes. The number of children in a class or group, their mental rating as "medium," "above par," "below par;" their responses, interest, and attention should be noted during the observation.

At the very beginning of the lesson the observer is gratified to hear just what the teacher intends to do during the lesson, what she wishes the pupils to do, the way they are to do it, etc., and then proceed without loss of precious time.

The ability to judge the conduct of a lesson comes with training plus experience. Some observers "have eyes and see not;" others "have ears and hear not." If practice in making lesson plans has been a part of the observer's course of study, she will follow the teaching process with alertness and keen interest, noting whether the pupils grasp the significance of the materials used; whether they are alive to the essential points stressed; whether they perceive the relationship between the parts and the whole; between the known and the unknown; whether the principles stated are pedagogically sound and correct.

The teacher of limited experience profits by observing carefully the slow pupil, in order to appreciate just what he needs. A theoretical treatise on this subject, whether spoken or written, simply gives information that such a condition exists in every classroom, and usually, some directions for the teacher's guidance are given; but how to proceed when the occasion presents itself, depends largely upon the tact and sympathy of the teacher. The use of plays and games to motivate and emphasize subject matter in any particular phase, takes on an absorbing interest in the hands of a skillful teacher. The novice will perceive that all these devices require initiative, resourcefulness, and independence of thinking, as well as good judgment, as to the length of time given to the exercise, the number of repetitions etc., in order that the purpose of the device may not be defeated.

The attitude of the class toward the teacher will give the observer an insight into the social spirit of the school. If the teacher is sympathetic, just,

and kindly firm, the pupils will be obedient, respectful, and manifest good will, even though they experience the pernicious influence of undesirable environment outside the school.

The inexperienced observer may learn much from the assignment of the lesson for the next day. Time was when the teacher would say, "Take the next page for your lesson tomorrow," without further comment. In the present day a different line of procedure is in vogue. Suppose the lesson is the first battle of the Civil War, —Bull Run. The following points would be considered good: Pupils Nos. 1 and 2, draw a geographical map on the blackboard large enough for all to see without strain, and mark the location of the cities of Washington, Richmond, Harper's Ferry, and Bull Run; also sketch in the mountain ranges.

Pupils 3 and 4, secure from the Public Library pictures of General Scott, McDowell, Beauregard, Johnson, and Jackson, and be prepared to talk a minute or longer about each.

Pupils 5 and 6, make drawings in color on the board of the flags of the Confederacy—The Stars and the Bars and the battle flag.

Pupils 7 and 8, print the following expressions on the board, and be ready to talk one minute about each: "On to Richmond!" "All's quiet along the Potomac!" "There stands Jackson like a stone wall!"

Pupils 9 and 10, be ready to visualize on the map the movements of the Union and Confederate Armies.

Pupils 11 and 12, describe the battle. Draw a graph showing date and day, the leaders on either side, and put up the flag of victory where it belongs. If these special assignments do not cover the whole class, the remainder of the class will receive the next new assignments to be given.

All the above activities are needed for the effective teaching of this lesson, usually but one paragraph, in even a High School edition of American History. Every part in the assignment calls for initiative on the part of the pupils. Interest and attention will not be wanting and the parts when given in the proper order will constitute a perfect whole.

A VISIT TO WESTMINSTER ABBEY

By Sister M. Fides Shepperson, O.M., Ph.D.

WESTMINSTER ABBEY!—so much has been said of this historic pile richly associated with England's best throughout the centuries, that anything written today can be but an echo. Yet in expression of those feelings deep planted in human nature, though there must be sameness, there will also be variety; and after all, if we of today are but echoes, so likewise were they of every other day back, back to the Voice in the primal heart of man.

Greatness no longer great; power no longer powerful; fierce unrest grown still; beauty pleading that sacrophagi may hide its hideousness; wronged sorrow at rest; wronging pride-power meekly impotent; world-awaited eloquence stilled; artist-eye closed; poet-heart in peace—all these have found voice in wonder, lament, pensive musings even from this hour spent in Westminster to that spent by some nameless dreamer wandering in the new-built pyramids of Egypt.

II.

Is this the end, O proud Elizabeth!—O Mary, Queen of Scots? So close together now ye lie—ye for whom once the whole world were not room enough, hence one must die.

Truly, it is only the defeated who triumph. We turn hastily from the repellent Elizabeth sarcophagus, yet linger kindly by Mary's. Something of the girlish beauty that made her pride of the court of France, something of the confusion that ever atmosphered her as Queen of Scotland, something of the beautiful womanliness of her character developed by the long sad prison years, but chiefly, the full queenliness of the closing scene when that lovely head lowered itself to the block, waited the blow, shuddered, blood-gushed, fell—seem to haunt with potent charm the place of the stone-coffin wherein lies the dust of Mary, Queen of Scots.

III.

Once upon a time, many years ago, an American traveling party visited Westminster. They had notebooks, a guide, little time, no disposition to indulge sentiment, so, observing hastily, one of the party jotted down as data the following:

We entered the Abbey at the lower entrance and noted respectively a window memorial to our own great poet, James Russell Lowell, a window to George Herbert; statue memorial to Wordsworth; bust memorial to Keble; bust to Charles Kingsly; bust to Matthew Arnold; bust to Thomas Arnold. We noted Cowper's grave, Congreve's grave, Ben Johnson's grave, (and as we recalled that Ben Johnson's coffin stands in rigid perpendicular beneath our feet, we passed on uncomfortably); grave of Archbishop Trench; grave of David Livingstone; of Sir William Temple; of Major Andre; of Sir Isaac Newton; and of Charles Darwin.

In the north transept, known as Statesman's corner, are the graves of Gladstone, Pitt, and Fox; near by lie Edward, the Confessor, Joseph Addison, and Sir Bulwer Lytton.

In the south transept, known as Poet's Corner, three great lights of English literature—Chaucer, Tennyson, and Browning—lie buried close together; near by lie Dryden, Beaumont, Drayton, Edmund Spenser, Shadwell, Grote, Barrow, Dickens, and Macauly. Here also is recognition of Samuel Butler, John Milton, Thomas Gray, Southey, Burns, Shakespeare, Campbell, Dr. Johnson, Sheridan, Goldsmith, Sir Walter Scott, and Thackeray; a portrait of Jenny Lind, and a bust of our own poet, Longfellow.

IV.

One thought suggests itself to the mind as we wander through Westminster—the number of England's eminent dead, who have here no recognition. Among these we recall Francis Bacon, Dean Swift, Cardinal Newman, Thomas Carlyle, Lord Byron, Percy Bysshe Shelley, John Keats, and George Eliot. Strange that George Eliot, she who sang:

"O may I join the choir invisible
Of those immortal dead who live again
In lives made better by their presence,"

should have no recognition in this abode so exclusively commemorative of the choir invisible. But interment or recognition in Westminster is not requisite for admission into that choir; and just so long as the English language shall be as a vehicle from hearts that have been unto hearts that are, so long, too, will George Eliot's "Silas Marner", Keats' "Hyperion", Shelley's "Adonais", Byron's "Childe Harold", Carlyle's "Sartor Resartus", Newman's "Apologia", Ruskin's "Stones of Venice", Swift's "Travels", Bacon's "Essays", Bunyan's "Pilgrim's Progress"—and many other works by these same authors, continue to be read; just so long, too, will men seek out their quiet graves wherever they may be, and stand in reverent awe by those known and loved in their creations.

PROJECTS IN NATURE STUDY.

"Cycles of Garden Life and Plant Life; a Series of Projects in Nature Study for Elementary Schools." Bulletin No. 15 (1925) of the Federal Bureau of Education is a pamphlet of 98 pages bearing the above title, and was written by Florence C. Fox at the request of Commissioner Tigert, in response to a suggestion from the General Federation of Women's Clubs. It places within reach of primary and intermediate teachers a series of projects on nature study which can be easily adapted to the daily programmes in schools in different localities in the United States. Copies of this publication may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 25 cents apiece.

Backgrounds of Literature

By Brother Leo, F.S.C., L.H.D.

I. POOLS OF SILENCE

ONE explanation of the charm of London town is the existence of quiet inner courts hard by the most frequented streets, little islands of isolation the very existence of which the casual visitor does not suspect. Sometimes, as in Wine Office Court off Fleet Street, they are lined with shops, all tiny and quiet, so quiet that the bustling business man wonders how they manage to keep going at all; sometimes they are the seat of residence, old and old-fashioned mostly, like Staple Inn in Holborn, the facade building of which is venerable even for London. It dates from the spacious days of great Elizabeth, or at least from those of her successor. It is picturesque, naturally, and bulging a little, and seems to frown upon the rush of very modern traffic pouring to and from the Viaduct; and it has a flow of nut brown ale in its "public," and a row of sidewalk—we say **footway** over here—shops with several steps leading down to them.

Behind the inn proper are two quadrangles paved with stones and surrounded by eighteenth century dwellings and a sixteenth century hall, and set off by a little Dutch garden and a somewhat different railing. In one of these houses old Dr. Johnson—then not so very old—wrote "Rasselas," to pay the expenses of his mother's funeral. But the burly "lex" lived in so many places in London that it is no trick at all to find at least the site of one of his residences,—the site, because the stride of progress, especially along the Strand and Fleet Street, has swept away ever so many of the venerable landmarks.

One of the most interesting of those inner courts is known as Ely Place, located at the beginning of Charterhouse Street just beyond Holborn Circus. It is fortified against vulgar noise. You get into it through an archway where a porter stands sentinel in his little lodge; and, I suppose, if he doesn't like your looks or find that your shoes are creaking, he will sternly refuse you admission. You seem to be miles and miles away from the stridency and roar of High Holborn. Here are dwellings and offices mostly, but apparently dwellings in which no children laugh or cry, offices tenanted by Trappist ghosts.

And why the silence? I suppose that, in presence of the past, the passing hour is ashamed to speak, for Ely Place has had an eventful history. Here and round about were the town house and the spacious gardens of the Bishops of Ely, and the location was a favorite one for the hatching of plots and the discussions of public characters. It comes in for mention more than once in Shakespeare's plays, notably in "Richard III" when Gloucester, while planning the arrest of Hastings, asks the Bishop of Ely to send for some strawberries from his lordship's garden. I am afraid that no bishop would be able to find many strawberries in it now. Huddled houses have long since replaced the fair and famous garden, and the only bit of the original structure that survives is the chapel of the Bishops of Ely, constructed at the end of the thirteenth century.

This chapel is now known as the Church of St. Etheldreda, and it is remarkable as being the only pre-Reformation church in England that now belongs to Catholics. It has had an eventful history. The Anglican communion let it go, and it came into the possession of some Welsh sectaries who had very rigid notions about ecclesiastical ornamentation and accordingly vandalized the beautiful little structure in the most dire fashion. In 1871 the building was put up for auction and was bought back by Catholic interests.

In spite of all it has been through—and all that has been through it—the chapel is still a thing of beauty. The disfigurements of the Welsh saints have been effaced and a series of judicious restorations and recoveries have made the interior one of the most jewel-like churches to be found in London. And everywhere you feel that once you have crossed the threshold of St. Etheldreda's you have stepped back half a dozen centuries or so. Its windows are glorious on even the dullest day, and fig trees droop stubbornly in the cloister. I suppose the ghosts of some of those old bishops slip in of **moonlight** nights and those poor draggled fig trees have to remind their lordships of the time when the beautiful gardens were episcopal property before they were forcibly alienated for the nominal consideration of ten pounds, ten loads of hay and a red rose. Can't you conjure up a procession of phantom bishops in a phantom rose garden? Perhaps that is what the preternatural quiet of Ely Place really envelops.

On my way out of Ely Place I made an interesting discovery. There is a very narrow passage between two walls, and that passage leads into a tiny, crooked street that might have dropped in its slight entirety out of the Middle Ages; and on the right side of it stands that venerable dispensary of liquid cheer, the old Mitre Tavern, founded in 1546. The carved and weather-beaten stone mitre still stands embedded in the masonry, the lamp and the swinging sign still make mute appeal for the patronage of passers-by—if there ever are any passers-by.

But I doubt if in any other bit of London there is so strong an impression of an ancient time. Across from the tavern is a little shop maintained by one James J. Hicks who manufactures scientific instruments; and I got a distinct and painful shock when through the window I observed one of Mr. Hicks' young men using a telephone. That phone seemed as much out of place as a collar button in the Garden of Eden.

Another of London's interior courts, though less picturesque and more robustly alive than Ely Place, is Salisbury Square off the south side of Fleet Street. It was here that Samuel Richardson had his printing shop and picked up the facts of life character which in his maturer years he embodied in his rather tedious novels. Close by is the Church of St. Bride where Richardson lies buried; it is but a step or two from his place of work to his place of rest.

One day, so rumor tells, the somnolence of that inner court was peremptorily disturbed by a foreign

lady with an imperial air about her. She had just crossed the Channel, she informed a waiter at the Golden Cross, and she wanted to make a visit to the tomb of Richardson the first ceremony of her visit to London. The only Richardson the waiter had ever heard of was tavern-keeper and lottery agent in Cornhill, and thither madame rushed in a hackney coach. The worthy Mr. Richardson confessed to possessing no tomb, and suggested that perhaps the lady was seeking some namesake of his.

"Yes, yes!" exclaimed the lady tempestuously. "I seek Richardson the Divine!"

"Oh! A clergyman, is he?" commented the publican, scratching a sadly puzzled head. "Then I think you had better ask that bookseller over the way."

The bookseller was duly interrogated and the lady directed to St. Bride's Church. Up Cheapside and down Ludgate Hill her hackney dashed like an invading chariot and in Fleet Street she alighted, rapped up the sexton of St. Bride's and demanded to behold the resting place of the sentimental novelist. The sexton took his lantern, for the afternoon was dark and far spent, rolled up some matting in the nave of the church and disclosed a slab of marble. The visitor plumped down upon her knees, half choked by the dust, and murmured again and again, "Je t'adore!"

The lady was Madame de Stael.

In an elder day the Cavalier poet, Richard Lovelace, had been buried at the west end of St. Bride's Church, but that earlier church was destroyed in the great fire of 1666 and so today no stone marks the place of sepulture of the man who wrote,

> "I could not love thee, dear, so much
> Loved I not honour more."

The present edifice is one of the most attractive of those numerous churches put up by the industrious Christopher Wren after the famous conflagration. The tower has been described by William E. Henley as "a madrigal in stone"—which is a graceful designation. But I wonder what Henley would have called the famous Butter Tower of the Cathedral of Rouen! Here at St. Bride's, lovers of gossip will be glad to recall, Samuel Pepys was baptized; that, of course. was some little time before he started his celebrated Diary.

It is inevitable that I should visit a great many Anglican churches during these days of exploration and discovery in London, and one of the most pleasing of the discoveries is that a great many of our separated brethren have the commendable habit of dropping in for a season of quiet prayer. It is the usual thing on entering St. Bride's or St. Giles' or St. Mary le Bow—whose chimes are the original and far-famed Bow Bells—to find several men and women on their knees and their faces buried in their hands. In St. Paul's and Westminster Abbey and several of the larger churches there is a special chapel reserved for people who desire to devote some time to private prayer. So you see that God's children are everywhere. Also in many of these Anglican churches there is—not merely during Lent but all through the year—a noonday prayer and sermon, though this as far as I can see is but sparsely attended.

¶ Subscribers who bind The Journal should apply for missing numbers promptly. Volume 26 starts with this issue.

METHODS IN THE STUDY OF ENGLISH LITERATURE

Part III

By Charles H. McCarthy, Ph.D.

THE first paper of this series noticed the nature of the events which, about 1588, begot in England a general interest in the representation of national victories, real or reputed. To supply this demand march, and battle, and siege might have been witnessed in many a playhouse. It was likewise remarked that at the same time there were critics, imitators of foreign models, translators, writers of stories, sonneteers, and pastoral poets; that there were non-dramatic writers, like Spenser and Bacon, and that men of action, like the chivalrous Sidney and the brave Jonson, were also distinguished in literature. Finally it was hinted that the Puritan triumph in the civil war and indeed the war itself, effectually discouraged the theatre, and, it may be added, not only snuffed out an expiring drama but showed a preference for singing surly hymns.

Our second paper stressed the benefits of the frequent reading of literary masterpieces, referred to the popular delusion that in England literary activity sprang from the revolt of Luther, rather than from the influence of the Italian renaissance, and asserted that the secession of Henry the Eighth prevented the English people from attaining in music the enviable eminence that they had won in literature. It was likewise pointed out that in the Elizabethan era there was no such heinous sin as plagiarism. There was included a brief description of the poetical education of the English nation; Euphuism was defined and its persistence remarked. That study also explained the origin in France and Italy of Senecan scholarship and its extension, centuries afterward, to England. The triumphs and other entertainments for Queen Elizabeth were connected with the gentlemen and courtiers of the Inner Temple and of Gray's Inn. That was the atmosphere in which literature flourished. Mention was made by Thomas Nashe of the approaching death on the English stage. The paper was concluded by a description of several plays upon which Shakespeare afterward worked.

For uninspired pens it is not possible to describe the ascent from Sackville to Shakespeare. A generation has passed since the present writer prepared a college paper on **The Induction** and **The Complaint of Buckingham.** Many of the poet's expressions and not a few of his scenes retain their freshness. This appears to be a fair test of Sackville's vivid verse, for through the fugitive years legions of other impressions have been effaced and multitudes have gone astray. Several of his descriptions, it is true, were afterward recalled in reading Spenser. This is not asserting that a poet Sackville was in Shakespeare's class. In beauty and power their works are wide apart. The juxtaposition of these writers would be startling were it not that between them there were brother poets, bearing blossoms literally full of frailty and beauty. The summer winds did not squander all their petals, for some bore golden fruit. The "university wits" could be as dull as Sackville or as brilliant as Shakespeare. The characteristic of each was precisely this unequal work.

From a distant reading of Robert Greene's **Friar Bacon and Friar Bungay** there lives in memory this scene. A father is urging his daughter to wed a lord, whereas her affections incline her toward a convent. When his insistence waxes tyrannous, the fair Margaret of Fressingfield declares her infirm purpose:

> "Ah, father, when the harmony of heaven
> Soundeth the measures of a lively faith,
> The vain illusions of this flattering world
> Seem odious to the thoughts of Margaret."

After this airy flight, that would not discredit Shakespeare, Greene at once alights upon our sordid earth, and again does not take wing, but lamely flounders toward the close.

Marlowe more often spurned the ground and was of stronger flight. In **The Second Part of Tamburlaine the Great,** Act IV, Sc. iv, the spectator beheld such a triumph as once was witnessed in Ninive, when captive kings were harnessed to a conqueror's chariot to haul him to the temple:

> "Holla, ye pampered jades of Asia!
> What! can ye draw but twenty miles a day,
> And have so proud a chariot at your heels,
> And such a coachman as great Tamburlaine.
>
> The horse that guide the golden eye of Heaven
> And blow the morning from their nostrils
> Making their fiery gait above the clouds,
> Are not so honored in their governor."

The trick of the last four verses was caught by Shakespeare, and by him the lines now to be quoted were never surpassed. In Part I, of the same play, Act V, Sc. ii, the poet asks, what is beauty? Mark his reply:

> "If all the pens that ever poets held
> Had fed the feeling of their masters' thoughts,
> And every sweetness that inspired their hearts,
> Their minds, and muses on admirèd themes;
> If all the heavenly quintessence they still
> From their immortal flowers of poesy,
> Wherein, as in a mirror, we perceive
> The highest reaches of a human wit;
> If these had made one poem's period,
> And all combined in beauty's worthiness,
> Yet should there hover in their restless heads
> One thought, one grace, one wonder, at the least,
> Which into words no virtue can digest."

Mephistopheles, in **The Tragical History of Dr. Faustus,** Act V, Sc. iii, summons the shade of Helen. His victim exclaims:

> "Was this the face that launched a thousand ships,
> And burnt the topless towers of Ilium!
> * * *
> Oh! thou art fairer than the evening air
> Clad in the beauty of a thousand stars;"

From Peele, and Lodge, and Nashe as well as Greene and Marlowe one could cull specimens of beautiful poetry, but that is not the purpose of the present study, which is rather to show that across the gulf that separated Sackville from Shakespeare there had been built a sustantial bridge.

The student of English literature may at this point profitably read **Shakespeare's Predecessors,** by John Addington Symonds. He will thus have firmly grasped the nature of his theme, but even so he has only been reading **about** poems, lyric or dramatic. This is a time-honored method of study, but not on that account a valuable one; it is in fact a sterile system. Of all the courses in literature offered by colleges perhaps the least fruitful are the histories of the more important movements. For a clear understanding of an epoch, indeed, they are indispensable, but the best of them will utterly fail to place even a diligent and intelligent student on an equal footing with the authors of those works. **They** have been trained in other ways. Each of them forms his estimate of a writer by a careful study of his works, by a knowledge of the models that he endeavored to imitate, and by an acquaintance with his environments. To a considerable extent we are all products of the political, the social, and the religious forces amidst which we live. So likewise were the great writers whose works we study, but in addition each of them had chosen a favorite author, though it may be doubted whether any of them was constant in his faith. In other words, the taste of an author, like that of his readers, is nearly certain to suffer change. When Byron wrote "English Bards and Scotch Reviewers," he was doubtless thinking of Pope's "Dunciad," and when his youthful ardor led him in "The Death of Calmar and Orla" to imitate **Ossian,** he was obviously fresh from a reading of Macpherson. Later the stanza employed in "Don Juan" shows that like other great poets he knew his Spenser.

This place is as appropriate as any to assert, without fear of successful contradiction, that reading **about** authors begets no genuine scholarship. If one is ever to teach or authoritatively to talk about a writer, one must be familiar with his works. Even if the aim is no higher than the passing of an examination, it is not without manifold advantage. Few, it will be objected, command the leisure that such a programme would require. In the face of teachers' tasks that clamor for consideration it will be advisable at first to examine only those dramas that are universally conceded to be compositions of unusual merit. The instructor, even if oppressed with work, cannot fairly liken himself to Ixion, fixed by relentless fate on his turning wheel, for the teacher's treadmill does not revolve both night and day. Moreover, he is sustained by an innocence that the ancient offender did not feel. Like all the sons of toil the instructor has his hour of freedom. Who can say that in seasons of unemployment he is not sometimes disturbed by sensations of rapture? In those happy hours he can peruse the less important dramas of the leading authors and make acquaintance with the minor playwrights.

The "university wits," already many times referred to in these studies, but as yet unnamed, were professional men of letters, whose chiefs were Lyly, Marlowe, Greene, Peele, Lodge, Nashe, and Kyd. The last now seems to be little more than the shadow of a name, and might have chosen as a motto for a titlepage: **Stat nominis umbra.** Though his connection with the universities is not certainly shown, his influence upon the progress of the drama rests on no doubtful foundation. Except the facetious Lyly, who was ever ready to bask in the sunshine of the court, but by whose glow he was never warmed, the others of the group, to put it not unfairly, led lives not always edifying. It seems to be certain that their faults were greatly exaggerated, and it appears to be equally well established that for at least one of them the details of a shameful death were maliciously invented. Thomas Lodge, says Saintsbury, in his **History of Elizabethan Literature,** "only of the five seems to have freed himself, partly in virtue of a regular profession, and

partly in consequence of his adherence to the Roman faith, from the Bohemianism which has tempted men of letters at all times, and which was especially dangerous in a time of such unlimited adventure, such loose public morals and such unco-ordinated society as the Elizabethan era." Lodge, a son of Sir Thomas Lodge, one of the lord mayors of London, was a physician, and, after several voyages to distant places, became a convert to the Catholic faith. His novel, **Rosalynde** or **Euphues' Golden Legacy,** furnished Shakespeare, as we have seen, with the plot of **As You Like It.** Thus did the "upstart crow" confer upon Lodge, as he did upon Greene, an immortality that neither, though both were gifted lyric poets, could otherwise have achieved.

Assuming that our thrice worthy Editor is not forever standing guard, but must sometimes be relieved in his watch, it might not be impossible, during a change of sentinels, to smuggle into these contributions an occasional page from the **Dictionary of National Biography,** from any of the numerous encyclopaedias that compete for our suffrages, or from one of the countless histories of important literary movements. But these sources of information are alike easily accessible to all students that dwell in cities. The valuable space of the **Journal** could, therefore, be better employed in conveying to its readers such information as does not lie along the highways of learning. So far forth, to use an Elizabethan phrase, only those works have been recommended that this writer has found to be especially useful. In suggesting plays to be studied the principle of selection will be the same. If the comments appear to be somewhat conventional, it is only because literature itself is largely conventional, and if the sequence of themes seems somewhat slavishly to follow the order in **Elizabethan Drama 1558-1642,** the explanation is to be found in the fact that during five golden years this writer was one of Professor Felix E. Schelling's graduate students. Having enjoyed the benefits of lectures and of direction under so eminent a scholar, he not unnaturally presents the subject in some such way as he learned it, and, therefore, he feels a little confidence, though he has never attempted to teach English, in undertaking the guidance of others. Errors, however, are to be scored against this writer and not against his teacher. He is not unmindful of the fact that teaching, while primarily a science, is in some respect an art, to which he has served an apprenticeship. Furthermore he works in a field not less varied than English literature and one not sterile in stimuli, a kingdom that in fact stretches as far as does the mind of man.

There is little doubt that the two volumes of Professor Schelling above mentioned, and published by Houghton Mifflin Company, of Boston, contain the most complete as well as the most concise description of the influences that contributed to form the drama that culminated in the plays of Shakespeare and which, after its early decadence, disappeared in 1642 with the beginning of the civil war and the closing of the theatres. For either self-improvement or for teaching, the reader will find in chapters I and II of that work an adequate and interesting treatment of the old sacred drama and its later secularization, a subject that by design these papers have not yet considered. There are, to be sure, other scholarly works, such as **The Miracle Play,**

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by A. W. Pollard, that treat the religious drama. But for a connected account of the sources, the growth, and the development of the drama from early times down to the closing of the theatres Professor Schelling's work, at once thorough and entertaining, will be found most satisfactory to the serious reader. The student should by all means learn the contents of those handy volumes. As already hinted, they may be supplemented by special studies like Pollard's **Miracle Play,** and to them still another work may be added, namely, **Early London Theatres,** by T. Fairman Ordish. This writer once abridged that book and now, through the mist of years, from memory hazards its title and the name of its author. In short, to gain a knowledge of the Elizabethan drama a reader should make himself familiar with the writings of Schelling, the book by Pollard, the little volume by Ordish, and **The War of the Theatres,** by Dr. Josiah H. Penniman, a scholarly classmate of the present writer and one now occupying a high place in the academic world. Einstein's **Italian Renaissance in England** has elsewhere been recommended, and Symonds has been named in a preceding paragraph.

Doubtless there are readers who require but a single glance at a printed page. The number of these favored folk, however, being negligible, no rule need be made respecting them. The common mortal, and in that category may be included most human beings, has never been so encouraged by the achievements of his memory as fully to trust its loyalty. This misgiving is a sign of wisdom, for the only dependable method of study is to take notes of one's readings. This practice will assist a student in gaining a mastery of expression and will immensely improve his memory.

Something has already been said about John Lyly, who not only worked out a unique prose style but likewise contributed to make fashionable the **court drama.** That author wrote much, though few can afford the time to explore all his works. Nevertheless, it is worth while. To know what the court drama was, however, one should at least read **Campaspe** and **Endimion or the Man in the Moon.** Lyly wrote many other dramas. A well known play which belongs to this species of composition is **The Arraignment of Paris,** by George Peele, a graceful poet who had a musical ear and in his prologue showed that he could write excellent blank verse. Doubtless his example was not without influence upon Marlowe, still in residence at Cambridge, and far later upon Milton. Peele did not, like Lyly, hang round the court, but with other plays endeavored to win the favor of the public. It is in one of those, **David and Bethsabe,** a tragedy which is based upon a familiar biblical theme, that the reader comes upon this specimen of his poetry:

> "Now comes my lover tripping like a roe,
> And brings my longings tangled in her hair.
> To joy her love I'll build a kingly bower,
> Seated in hearing of a hundred streams."

Thus spake or sang King David.

If one is unable to read all Marlowe's works, and it is strongly recommended, one should at least study **Edward II,** a play that appears to be superior to Shakespeare's prentice work. In **Doctor Faustus** there is much excellent poetry, of which there has been given an illustration. The same may be said of **Tamburlaine,** not the materials for drama, like **Faust,** but two well arranged plays. It has been well said that Marlowe had gained a mastery over the "adequate phrase." Indeed what he was unable to say he appeared entirely capable of suggesting.

In addition to the **Friar Bacon and Friar Bungay,** of Robert Greene, **The Scottish Historie of James the fourth, slaine at Flodden,** another of that author's plays, is worth reading. Competent scholars regard it as the best of his works.

The influence of Seneca's dramatic principles appears in **The Spanish Tragedy** of Thomas Kyd. This four act play has its induction, ghost, frequent murders, the impelling motive of revenge, and a dumb show. The character of **Hieronimo,** not badly sketched, is well sustained. The son of this worthy marshal was basely and cruelly murdered with the assistance of one that he had chivalrously served. That crime was avenged by his bereaved and frantic father who designed a play in which was assigned to the assassins parts that left them unarmed, whereas the avenger's parts required the use of weapons. The monarch, his distinguished Portuguese guests, and the members of his court, believing themselves entertained by a comedy, were shocked to discover that they had been tame spectators of a double tragedy. This play was one of the most popular of its time and is said to have been acted as late as the reign of James the First. Another of Kyd's plays was **Hamlet** written, it is believed, about 1587. It was probably during the next year that he wrote **Soliman and Perseda.** Unfortunately his **Hamlet** is now lost. To us it is known only by allusion. Therefore it is impossible to conjecture the extent of Shakespeare's obligations.

Lodge, a somewhat prolific writer, was a charming lyric poet, but like Nashe is less important in dramatic literature than the other "university wits." Two plays are all that remain to show the brief connection of Thomas Nashe with the stage, namely, **The Tragedy of Dido, Queen of Carthage,** and **Summer's Last Will and Testament.** There are those who believe that Marlowe was the chief author of the former, though of the latter, an elaborate comedy written in a highly poetical style, Nashe was the sole author. Correctly to estimate him as a poet this play with its comic and satirical touches should be carefully studied. In the history of the drama he is not a substantial figure.

The authorship of the popular comedy of **Mucedorus,** believed to have appeared before 1598, is not certainly known, though Professor Schelling is of the opinion that for the honor Thomas Lodge "seems by far the most likely candidate." He was associated with Greene in writing, about 1590, the moral drama entitled **A Looking Glass for London,** and unaided wrote **The Wounds of the Civil Wars,** a work to which no doubt his classical studies inclined him.

The preceding pages, it is hoped, have made clear the fact that Kyd, Marlowe, and Shakespeare were the principal figures in the romantic drama, a theme to be summarized in the following paper. In the meantime it seems advisable to notice an interesting movement that may be treated independently of the drama.

Side by side with the amazing activity of the Elizabethan playwrights there were gifted writers who

(Continued on Page 26)

HENRYK SIENKIEWICZ

By Sister Mary Amancia, M.A., O.S.F., (Felician)

The Inspiring Force of His Trilogy

(Concluded from March Issue)

THOUGH in a military sense one of the smallest and least important forts of the country, yet it was most significant and dear to the whole nation because its walls enclosed and sheltered the shrine of Our Lady of Czenstochowa. Here, all Poland paid court to its Heavenly Queen, and here she heard the supplications of her devoted subjects, and soothed their troubled and wearied hearts. To the Poles, the very sacredness of the place seemed sufficient protection, and even this had been reenforced by a safeguard of the Swedish king. Hence no measures were taken whereby the few nobles and monks might meet any attack of the enemy. But the Poles had yet to learn the depths of treachery and deceit of this friendly foe; while the latter was to meet with a force which would prove too great to be overcome by mere physical, or even military strength. It was destined that this apparently weak garrison was to decide the fate of the contending forces: its influence effected the salvation of the Commonwealth, and the final defeat of the enemy.

Sienkiewicz pictured the rise and fall of the star of Swedish success in his own gifted way. With the skill of a master he outlined the annihilative tendency of the invading army, that gradually overpowered the entire Commonwealth and threatened to make it but a memory and a name. He depicted the brave opposition of a scattered and weak confederacy, the open treachery of influential nobles, and the seeming indifference of the masses, that opened the gates of their cities and surrendered their forts to the compromising foe that covered the country like a "deluge." It seemed that, although the whole nation realized that the advance of the enemy meant inevitable doom to Poland, nevertheless, with the exception of the opposing few, the entire country awaited, with a strange and sad passivity, the domination of the Swedish king. But when the invaders dared to extend a profane hand to grasp one of the most beautiful and sacred treasures of their Faith—the stronghold of their Heavenly Queen—the deeply-religious hearts of the Poles were touched to the quick, and, awakened from the destructive lethargy by the realization of the treachery and baseness of this sacrilegious endeavor of the invading force, they were transformed into a new people that arose from border to border as one man, instilled with an ardor that swept all before it, while victory followed victory, resulting in the expulsion of the Swedes and the redemption of Poland.

The whole world, friend and foe alike, observing the general apathy of the nation as the conquering army swept over its domain, had wondered at the lack of chivalry which had always been the distinguishing note of the Poles. Everyone seemed to ask the question that Count Veyhard put to Baron Lisola:

"What have they?....Let anyone mention to me even one virtue—prudence, reason, cleverness, endurance, abstinence?

What have they? Good cavalry? That, and nothing more. But the Numidians, too, were famous for their cavalry; and the Gauls, as may be read in Roman history, had celebrated soldiers, but where are they? They have perished, just as these must perish." (*)

But there was something deeper, greater, and nobler that constituted the life of this nation. Father Kordecki, the saintly prior of the besieged monastery, realized wherein lay the salvation of the country, and he declared that in spite of its apparent degeneracy, it possessed a strength that would be its redeeming principle. He anticipated the reply which Czenstochowa was to give in answer to: "What have they?"

"The enemy jeer at us and ask with contempt what has remained to us of our ancient virtues. And I answer that they have all perished. Yet something remains, for we still have Faith and devotion to Our Blessed Lady, on which foundation the rest may be rebuilt. I see clearly that, let but one Swedish ball make a dent in these sacred walls, then even the most hardened heart will turn away from the conquerors—friends of the Swedes will become their enemies, and the sword will be turned against the invading foe....The Swedes will never dare to touch Jasna Gora, for the day they raise their hands against it, that day will mark the reverse of their fortune and the beginning of our regeneration." (*)

It was indeed a prophet who gave voice to such convictions, for the attack on Czenstochowa brought out what was noblest and best in the Poles, it bequeathed a message of encouragement and hope to posterity, and it revealed to the world a Faith so fervent and potent that it was capable of determining the fortunes of the whole nation.

Although the main interest of "The Deluge" is in the activity that centers around Czenstochowa, because it embodies the very essence of the message "for the strengthening of hearts," nevertheless the novel deals in a particular way with the regeneration of Kmicic, one of the most fascinating characters of the Trilogy. This bold, devoted, dashing cavalier, having been misled by the treacherous Prince Radziwill, at first served in the interests of that traitor against the Commonwealth; but once having discovered the deception, he summoned all the strength and ardor of his young heart to serve the cause which he had unknowingly betrayed. He began atonement by serving his Queen in the defense of Czenstochowa, and, through self-sacrificing and tireless warfare, won a renown that echoed throughout the land.

Sienkiewicz gives a vivid picture of the final cleansing of his soul from all the filth of previous insubordination. For when Kmicic had proved himself a true knight, having defended his king at the risk of his own life, having served in many battles, having directed numerous skirmishes, and being marked with many a scar as a record of self-denying service, he was tried in a most bitter manner. Just as he was about to taste the joys of rest and happiness, from which he was separated by a mere few miles, he was ordered to the other border of the Commonwealth to defend it against new invaders. His quick-tempered nature revolted against the seeming injustice, and in the first heat of rashness he determined not to go. But when the voice of conscience summoned up the grievances which his mother-country ever suffered at the hands of insubordinates, he relents; subdued and contrite, he places his anguish at the foot of the cross, saying:

"Wonder not, O Lord, that I grieve, for I stood on the threshold of my happiness. But let it be as Thou hast ordained. Let Thy will be done....To Thee, O Lord, I offer this my terrible sorrow, this my yearning, this my grievous suffering....Once more I will kiss this beloved ground; once more will I press Thy bleeding feet....I am going, O Christ, I am going...."

(*) **The Deluge.**—Chapter XI. Vol. 2.

(*) Ibid.—Chapter XII. Vol. 2.

And he went.

In the heavenly register, in which are noted the evil and the good deeds of men, his past sins at that moment were blotted out forever, for he was a man whose amendment was complete. (*)

The sentiment that prompted such heroic self-denial is the theme of the concluding part of the Trilogy, which treats of the Tartar and Turk invasion. The soul of this volume is the valiant Pan Michael, "a good and just knight, terrible to the enemy, tender to his own; a swordsman of swordsmen, with the heart of a dove." (†) This chivalrous cavalier, historically known as "the best soldier of the Commonwealth," (‡) had taken part in the various struggles which form the background of the Trilogy. He crowned his record of heroic service with the final sacrifice of his life at Kamienietz.

It is worthy of notice, while Sienkiewicz, in dealing with this war-ridden age, almost continually treated of battle and siege and struggle, nevertheless the gifted artist did not paint two scenes of striking indentity, for his creative mind gave each an individual stamp that made it different from every other sketch, whereby he displayed "an astounding fertility of invention, and an infinite variety of treatment." (¶) Another evidence of his literary talent is the vividness with which Sienkiewicz represents the many conflicts, which appear as real as "if one viewed the whole panorama, the whole drama of blood from a convenient peak." (§) It is remarkable that while the author gives one a general survey of the struggle, as it is carried on by the contending forces, yet at the same time, by significant details, he leads the eye to the central figure that dominates the whole action, though it does not obstruct the rest of the scene.

Besides these evidences of the author's art, it is to be noted that "one of the supreme graces of a great writer, the sunshine of humor, brightens many a page of Sienkiewicz." (**) The delicious humor that enhances the merit of the Trilogy is mostly due to the skillful presentation of Zagloba. This bibulous and boasting character, in spite of his mendacity, had a sense of honor that prompted him to deeds of valor; he served his country in many an emergency, while his soldier-companions often derived benefit from his wise counsels and clever stratagems, which afford much amusement to the readers. His inexhaustive wit and apt repartee add a peculiar charm to the work.

Other characters that contribute in a special way to the perfection of the Trilogy are the various types of pure, loyal, and tender womanhood, beautiful with the beauty of virtue as well as with the lavish endowments of nature. The three-fold masterpiece has delightful representatives of the fair sex in the lovely Helena, the dainty Anusia, the majestic Olenka, the queenly Princess Wisniowiecka, and the simple-hearted women of the pleasant class. The jewel that sparkles through the pages of "Pan Michael," brightening many a dark moment, is the wife of the "little Knight," the winsome Basia, who "enchanted the eye and the heart with the beauty of a child, a woman, and a flower." (*) Without doubt this charming, little lady appeals to most readers in a particular way because of her innocent and child-like manner, her generous and valiant nature, but especially because of the tragic sorrow which enshrouds her as she kneels beside the coffin of Pan Michael, and repeats in a bewildered way his last message to her: "This life is nothing."

Because of the stress which Sienkiewicz lay on these few words, one may presume that he wished them to convey a special message to his people. With a deep pathos that draws tears, he portrayed the supreme sacrifice of which man is capable when led by worthy ideals and strengthened by the "light from the Great Beyond." (†) Pan Michael was a knight thoroughly imbued with the sentiment that was the norm of thousands of others of his stamp and kind, who considered that only to be of any value which appeared so in the light of conscience, of honor, and of religion. He had offered his life, his love, and his earthly happiness on the altar of sacrifice in defense of his country and his Faith. Hence, from his lofty catafalque, where he "lay high amid the tapers, in glory immeasurable, but in the silence of death," (‡) the "first cavalier of the Commonwealth" could rightfully borrow the words of the great "Defender of Christianity," John Sobieski, and give the reason of this true holocaust;

"Because I am not only a hetman of Poland, but also a Christian hetman, for I stand in defense of the Cross!... If destruction awaits us; if our name is to be the name of a dead people, and not of a living nation, then let our honor remain, and the memory of that service which God assigned to us. Let our posterity, gazing at the cross and mounds that mark our graves, say: 'Here they defended Christianity; here they defended the Cross against Mohammedan filth while there was breath in their breasts, while there was blood in their veins, and here they died for other nations.' This is our service....We are the fortress on which Christ has fixed His Crucifix.... Better for us to suffer from the onslaughts of hordes; better for us to endure insurrection; better for us to enter into this terrible war; better for you and for me to fall, and for the whole Commonwealth to perish, than to forfeit our honor, to cover our name with disgrace, and to betray that guardianship and that service of God." (¶)

The "Hector of Kmienietz" could in all justice apply to himself the maxims of the great Sobieski because he had learned well the chivalrous code of his ideal hetman, who was the prototype "of those warriors who put forth their mightiest effort of valor, will, endurance, and sacrifice, in defense of their country, of civilization and of Christianity." (§) The knights of 16th and 17th century Poland were the crusaders whose valiant breasts served as a bulwark protecting the rest of Europe from the onslaught of Mohammedan hordes. Urged by the consciousness that in serving his country he served a still nobler and holier cause, "the knight errant of Christianity, the Pole, became the most devoted, zealous cavalier that ever drew blade in defence of his mistress." (**) These are the chivalrous actors

(*) **The Deluge.**—Chapter XXVIII. Vol. 3.
(†) **Pan Michael.—Chapter LVI.**
(‡) Louis Van Norman. **Poland, the Knight among Nations.** New York, 1908.
(¶) Charles H. Genung. **Henryk Sienkiewicz. Library of the World's Best Literature.** Vol. XXXIV. New York, 1897.
(§) William Phelps. **Essays on Modern Novelists.** New York, 1910.
(**) Roman Dyboski. **Modern Polish Literature.** Oxford. 1924.

(*) **Pan Michael.**—Chapter XXXIII.
(†) T. A. Murphy, C. SS. R., **Missing the Beuty of It. America.** Vol. XXXII. New York, 1925.
(‡) **Pan Michael.**—Chapter LVI.
(¶) **Pan Michael.**—Chapter XXXI.
(§) Ignace Paderewski.—**Paderewski Delivers Eulogy to Sienkiewicz. Poland.** Vol. 6.
(**) Louis Van Norman. **Poland, the Knight among Nations.** New York, 1908.

in the closing scene of the Trilogy, which represents the great Sobieski leading his knights to a grand victory over the corpse of the defeated Turkish force. This conquest foreshadowed a still greater triumph of the noble leader; for a decade later, as King John III, he "hurled to the dust the Turkish power at Vienna." (*)

With this scene full of inspiration and encouragement, Sienkiewicz concludes his message "for the strengthening of hearts." He fulfilled his self-ordained mission, presenting to his people a mirror in which "Sarmatia sees her strenuous, beautiful self," (†) that she might know her glorious past, and strengthened by that vision of heroism, self-sacrifice, and religious fervor, take heart and look hopefully forward to a brighter future.

In the Trilogy, Sienkiewicz gave to his countrymen a patriotic "credo," and when the world-wide struggle held out to them the opportunity, for which the prayers of a hundred years had risen to the throne of the Lord of Nations, the Poles were ready to enter the strife, animated by the same spirit that had led their forefathers to victory. Sienkiewicz did not live to witness the resurrection of his native land; he died on the eve of its restoration. But when the fate of his country hung in the balance, his influence played no small part in replacing his beloved Poland among the "living" nations of the world. His single, mighty pen had done more for his people than many years of agitating and discussion.

The devotion, love, and veneration, which enshrine his remains reposing in the Cathedral of Warsaw, give testimony that Sienkiewicz had not toiled in vain "for the strengthening of hearts."

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(*) Pan Michael.—Epilogue.
(†) Louis Van Norman.—Ibid.

PROJECTS IN GEOGRAPHY HISTORY AND CIVICS

By Sister Mary Octavia, O.S.D., Ph.B.

Journey Geography to the People We Have Learned

LESSON SEVEN

IN lesson one we studied home geography—what geography is—and our people with their dress and customs and religion, their means of obtaining food, clothing, shelter and their power of defending and protecting themselves. In lessons two, three, four, five we studied the home life of other people. We were most interested in little children, so we studied them. We made sand tables, we collected materials, we worked up projects for different villages. Today in lesson six we shall visit these people of other lands. We shall start from our own home town or city and go by rail or by water to the city, town or village where our little friends live. If we travel by water we shall find it more pleasant although it will take longer than if we journeyed by rail.

Let us first visit our little Eskimo friends because they too live in North America.

Project:—We will study about the Eskimo people who live far away in a cold barren land, and we will try to make some good pictures of them.

They live in Alaska. It is in the extreme northwestern part of North America. Show on the map. We bought it from Russia to protect our interest in the Pacific Ocean and when we did so, our people here in our own country said, "What is the United States thinking of? The idea of paying seven million two hundred thousand ($7,200,000) dollars for a piece of frozen land. But before we had owned Alaska two years it had more than paid for itself in gold and salmon. Chinese coolies work in Alaska catching, cleaning, canning salmon which is sold in great quantities to all parts of the world. Other important products of Alaska are seal furs, fish, gold, whale bones and sulphur. Juneau is the largest and most important city and the capital of Alaska. It is the center of the salmon industry. The Catholic Bishop lives in Juneau. He has some twenty priests. His diocese is consecrated to the "Little Flower of Jesus." Alaska has a governor appointed by the President of the United States.

FRANCE

I. Take a trip to France, where Jean the French boy lives. He would be called John in our country.
II. Physical features of the country.
  (a) Long sea-coast where ocean vessels can be seen bringing food and vistors.
  (b) Network of rivers and canals upon which there is a great deal of travel and carrying of goods.
  (c) High mountains where there are good pastures, beautiful scenery and swiftly flowing rivers.
  (d) Many forests which are protected by law.
  (e) Fine, well-cared for farm lands.
III. Resources.
  (a) Coal and a little iron.
  (b) Wheat, rye, barley, corn, sugar beets, potatoes. Orchards of apples, pears and peaches in northern France where the climate is like that of the United States.
  (c) Vineyards, groves of lemons, oranges, olives and mulberry trees in the south.
  (d) Clay for fine china and porcelain.
IV. People.
  (a) Thirfty and love beauty.
  (b) Speak a strange language, do much gesturing and talk fast.
  (c) Very polite.
    1. The boys remove their hats when spoken to by their elders.
    2. Men shake hands when they meet and and again when they part.
    3. Very fond of the outdoors.
    Girls may be seen knitting and sewing on the steps.
    Women clean vegetables outside.
    Tailors, shoemakers, etc., bring work out to the sidewalk.
    School children study out-of-doors.
  (d) Parks are used all the time.
    1. Few games are played. Even boys walk instead of playing football, etc.
    2. There are booths where toys, cakes and candy may be bought.
    3. Merry-go-rounds.
    4. Punch and Judy shows.
  (e) Cities are kept clean and beautiful.
    1. Fine libraries, churches and art galleries.
    2. Paris streets are swept in the morning and swept and mopped at night.
  (f) Homes.
    1. In the cities the people live in apartments instead of in houses. Stores or shops are on the ground floor. Homes are on the higher floors.
  (g) Dress.
    1. In the cities the people dress very much as the Americans do.
    2. In the country wear a cap, blue blouse, blue trousers, wooden shoes. Women wear dark woolen clothing, white caps.

(h) Food.
1. Much of it is bought at the public markets, where an auctioneer sells chickens, eggs, vegetables, fruit, cheese, live rabbits, oysters, snails and frog legs.

(i) Education.
1. Good schools. When a boy leaves school he serves as a conscript in the French Army. Every boy must have two years of military training.

Industries
Farming
(a) Many small farms, but all are well cultivated.
(b) Owned by the common people. Nearly every farmer owns his own land and feels that a part of France belongs to him. For this reason few Frenchmen leave France.
(c) Hills are terraced. All space is utilized.
(d) Men, women and children work in the fields.
(e) People do not live on farms but in small villages near by, which are connected with the farms by hard roads, lined with tall trees.
(f) Houses in these villages.
1. Walls are made of mud, mixed with straw, whitewashed except near the ground, where a coating of tar keeps out the dampness.
2. Roofs of red tile or thick reels of straw laid close together and cemented together by nature with moss and flowers.
3. Each house and stable and outsheds. Stable connected with house.
4. Interior of the house.
(1) One room, or if more, kitchen is the principal room. Brick floors, fireplace at one end, bed in the corner; hams and sides of bacon hang from the ceiling. Loom for weaving cloth near the fireplace.
(2) Manufacturing. In the cities and in the homes.
1. France sends us wine, silk, fine cutlery, ribbons, made in homes on hand looms, lace, lisle thread gloves and stockings, cambric, clocks, spectacles and china.
(3 Fishing.
1. Much of it is done by the sea.
2. Rivers furnish many fish.

HEIDI, THE MOUNTAIN GIRL

1. Her Home.
(a) In Switzerland with her grandfather, high up in the mountains Falkniss (Falcon's nest) on the Alp, that part of the mountain between the tree line and the snow line.
(b) One-room hut made of logs. Loft used for a bedroom for Heidi.
1. Bed was made of new-mown hay covered with a heavy sheet. A canvas bag was used for a coverlet.
2. Table, chair, bed, fireplace, where a large kettle hung; cupboard (everything the uncle owned was in this).
3. Sheds for the goats near the hut.
4. Surrounded by tall fir trees.

II. Food.
1. Toasted cheese.
2. Thick slices of rye bread and butter made from goat's milk.
3. Dried meat.
4. Milk.
5. Chestnuts.

III. Clothing.
1. Heidi—barefoot, barehead, in summer, coarsedress apron to cover dress.
2. Grandfather—tall alpine hat, short knee breeches, heavy shoes, tall Alpine stick.

IV. Heidi's playmates.
1. Peter the goat-herd.
2. Barla (little bear) and Schwanli (little swan).
3. Chamois.

V. High up in the pastures with Peter.
1. Goats ate grass and moss. Heidi gathered berries and flowers, delicate primroses, blue gentians, golden rock roses.
2. Heidi called to the robber bird, perched high on a cliff.
3. Goat-herd whistled and the goats came jumping down to him.
4. Peter milked the goats and gave some milk to Heidi to drink.
5. Heidi called to the sun that was making the snow-peaks red and her voice echoed back to her from the rocks.

VI. Occupations of the grandfather.
1. Raising sheep and goats.
2. Making butter and cheese.
3. Wood carving.

VII. Winter time.
1. Too cold to take the goats to pasture.
2. Roaring and rushing of the winds through the fir trees could be heard.
3. Deep snow, sometimes it was as high as windows of the hut.
4. School days for the children.

GEOGRAPHY
III.

Sister Mary Gilbert, J.M., M.A., M.E.

WE approach Bahia, named Bahia de los Todos Santos, by Amerigo Vespucci on his second voyage to the New World in 1502. This city became the first capital of Brazil in 1547, and here the first Brazilian Bishop opened the college of Sao Paulo in 1552. The Jesuits arrived the following year. Bahia is indeed an interesting city with a delightful history, and as we look at it from the blue, blue waters of its beautiful harbor wherein all the shipping of the world might rock, a boat glides past us out and away bound for some foreign port laden with bags and bags of tobacco. Mountains of sugar, coffee, and cocoa rise before us on the docks. Gray houses reveal themselves near the shore; buff, aristocratic homes on the bluff sink into their perfect setting of greenery. White garbed men and beautifully gowned women motor by, or smile on their wide verandahs. Country produce is pouring towards warehouses on ox-carts driven by negroes, on boats plying seaward from some hinterland, on railroads rumbling noisily under their weight of comfort for the world at large, for Bahia is the most densely settled State of Brazil. The colored come and the colored go, until we are lost in wonderment, only to recollect tardily that out of about 20,000,000 people Brazil claims only 6,000,000 of the white race.

Desirous to see all we can of this beautiful city we visit the elegant suburbs; we next plan a journey to the cotton plantation region; by this time we have learned that Bahia is the diamond market of Brazil, so nothing will do but a trip across the boundary to Diamantina in the State of Minas Geraes, "all kinds of mines." We know that the State of Bahia is almost as rich in mineral wealth as its sister State; that coal has been found in Brazil, that iron, copper, gold, tin, and lead are mined there; that Brazil has mica and marble, kaolin and graphite, pearls, agates, sapphires, garnets, topazes and amethysts besides its rich diamond mines.

When we reached them we found negroes diving and diving again into the deeper pot-holes made by the waters of the river. Each time they dived they brought up "pay dirt" in bags until they thought they had enough soil to justify washing it. Our stay here was necessarily short and as we returned to Bahia, the most "beautiful capital in the world" kept calling us southward. Southward we steamed, the mountains growing greener and higher as we skirted the shore of this great Brazilian country, discovered January 26, 1500, by Vincente Yanez Pinzon, a companion of Columbus. Cabral, a Portuguese, reached it on Good Friday, April 24, 1500. When Pope Alexander VI by the Treaty of Tordisillas, set the dividing line between the Spanish and Portuguese areas of exploration at 370 leagues west of the Cape Verde Island, something happened to Brazil. What was it? You may be able to solve this problem when you know that the ruling class in Brazil is mainly Portuguese, that Portuguese is the language of the country. But there are also many Spaniards and representatives of other European countries.

The discoverer of this wonderful harbor of Rio de Janeiro thought it was the mouth of a river; it is not. It is a spot of perfect beauty as we first see it, the city on the left; Nitcheroy is to the front on the right, and tiers of peaks stand guard around the harbor and the city, Sugar Loaf and Hunchback rising high above the others. Petropolis, a few miles out, is higher than Rio, it is cool and comfortable, but Rio is a gem with its blue sky, blue waters and well-built terraces. Central Avenida, Beira Mar, the cathedral, colleges, and beautiful churches attract us. We fall under their spell and rave over their old world beauty.

However, we do not fail to visit the Bangu Cotton Mills that employ over 3,000 workers. We try the railroads that run around the harbor and dip into the rich regions beyond. To the northwest of the capital—Rio became the capital of Brazil in 1763—there is a wealth of iron ore; in other parts of the interior, sugar, coffee, cotton, rice, indigo, and cocoa flourish; grain is raised in large quantities, herds of cattle thrive, and semi-tropical fruits abound.

Our last visit in Rio was to the Botanical Gardens, a place of bewildering loveliness, bewildering seemingly through the endless varieties of flowers, shrubs, and trees. The Gardens cover over 2,000 acres, making a land of enchantment far surpassing anything the Arabian Nights disclose. Yet we cannot linger. Without too great delay we are off for the world's great coffee port, Santos, in the State of Sao Paulo. Naturally we visit a coffee plantation—and Mr. Abrams provides us generously with this pleasure as he did with the rubber industry. We travel by rail to a two-year old plantation, to be immediately whisked off to another, where men are busy gathering the red berries that glisten and glow among the thick, waxy, green leaves. We follow the workers to a vast cemented area where the berries are drying after having their pulp removed. We discover that we are from 1,000 to 2,500 feet above sea level and that the climate is moderately hot and moderately dry. The berries are sometimes dried artificially, but by this process they are thought to lose somewhat of their flavor. Many Italians and Germans live on the slopes of the Brazilian highlands and the railroads in this section are good. Owing to coffee-production, Sao Paulo is one of the richest of the Brazilian States and one claimed to be heavily taxed. The city of Sao Paulo, like the Brazilian cities, like Havana also, has an artistic finish to its monuments, to its private and public buildings, that wins the heart of the visitor.

From Santos we sail for the grassy lands, the lands of a wet and dry season, Uruguay, Paraguay, and Argentina, whose products are consequently very much alike. We find hides, meat, wheat, Yerba Mate on the docks at Montevideo; we find them in greater abundance on the wharves of Buenos Ayres, built at enormous cost. However, we do not propose to linger at either city, but to steam up the La Plata into the Paraná, second in importance to the Amazon. When we reach the mouth of the Iguassu, we stop to see the Iguassu Falls that rival Niagara. As we continue our visit to Rosario, plains stretch for miles and miles in all directions, for we are in the heart of the cattle country and Rosario is the packing-centre of the Argentine. What a bustling place Rosario is! Slaughter houses, packing houses, grain-elevators everywhere. Enough fertilizer is made in this section almost to rejuvenate the worn-out places of the world. Above Rosario the Paraná grows narrower and is content to stay within its banks as it continues to wind through corn, wheat, and flax fields; through pastures dotted with live stock as far as the eye can see. From the interior quebracho—axe-breaker—trees are borne down the stream in boats—why not floated?—from which tannin is extracted. The trees also make splendid railroad ties and telegraph poles. Far up the river lies the Gran Chaco, a land of wild Indians, jungles, some pastures, a few plantations, many jaguars, alligators, tapirs, peccaries, snakes, and mosquitos. The Gran Chaco includes northern Argentina, western Uruguay, eastern Bolivia, and touches Brazil. It is likely that the most progressive and aggressive of these Republics will finally claim the greatest part of this still unexplored country.

En route to Asuncion we pass Corrientes and twenty miles farther up we enter the Paraguay River, making navigation possible for steamboats for 2,000 miles from Buenos Ayres to Corumba, Brazil. A railroad is also pushing northward which will take some years to complete. The Paraguay connects the Republic of this name with the coast. The forests of Paraguay furnish the Yerba Mate, claimed to be a better beverage than either coffee or tea since it has no injurious effects. Semi-tropical fruit, cotton, and sugar grow in Paraguay and northern Argentina; in the latter Tucuman is the center of the sugar industry.

On our return to Buenos Ayres we visit all the public buildings, the magnificent avenues, the wonderful cemetery that makes one forget that death is death. About to board our train for the Andes a pupil, noticing the long chain of coaches, remarked that President Patrick Crowley of the New York Central had, while in a minor position, added to the number of coaches until they seem sometimes now at a crossing to have reached infinity. The same young girl had so developed her observation powers—one of Mr. Abrams' objects of the slide method—that she believed she saw a railroad fraternity button on coat-lapel of one of the railroad officials standing near. However, we were soon wondering at the extent of the plains, examining the pampas, thrilling at the large herds of cattle, sheep, and horses. Mule-drawn loads of wood and provisions passed us and we flew by haciendas and windmills until we came to the foot-hills. We are aided in our climb up the incline by cog-rails, laid between the rails of the road. Finally, we reached what we went out to see, the Christ of the Andes. It is an enormous statue of Christ, erected 14,000 feet above sea-level, to commemorate the boundary pact made by Argentina and Chile. On its base we read the hopefulness of a peave league under the presidency of Christ, the King of Peace. The import of the words was that these mountains would crumble to dust before either Republic concerned should have recourse to war.

As we wished to see the route Magellan took, when he first circled the world, we went back to Buenos Ayres and set out on a two weeks' trip by the Straits of Magellan to Valparaiso. It is a bleak route through the 300 miles of water channel, broken only by one stop, that at Punta Arena. Here, boats beach for repairs; here, lumber, fish, and wool are exported. On the short grass of the southern Argentina, sheep alone can find enough food; among the islands-sunken mountain tops—on the southwest coast of South America—fish abound; forests yield lumber, especially the quebracho trees. Punta Arena has few inhabitants, 1000 or so, living in a drab atmosphere. The southern Chilian coast is also gray, but as we voyage north, nature takes on a kinder look. We visit the Lota coal mines and the guano beds, before reaching the great port of Chile, Valparaiso, sitting placidly in its curve in the shore. The western coast has few good harbors, because the South American continent continues to rise. While studying this harbor, let me remark that teacher is now almost "snowed under" the literature the class has been bringing in. Interest is at white heat.

METHODS IN THE STUDY OF ENGLISH LITERATURE

(Continued from Page 21)

had either no contact or only a slight intercourse with the stage. Perhaps one aspect of the work of those poets it would be best separately to consider. Their respective contributions to English literature will be readily understood if the reader will examine the work of their predecessors as well as that of their successors. For this study there are convenient manuals. Here I will mention only **English Pastorals**, a handy volume containing a strong introduction by Mr. Edmund K. Chambers. When this work, which includes the verse of poets from Robert Henryson to Ambrose Phillips, has been studied, the teacher will be at no loss to explain and illustrate the pastoral method, a thing not to be learned from definitions. That little book describes the origin and traces the development and culmination of the movement. It is hardly necessary to add that the cultivation of the pastoral continued long after the close of the Elizabethan epoch, even if we give to that rather vague era a decidedly unusual extension of meaning.

SOME SILVER JUBILEE GREETINGS TO THE JOURNAL

THE nearly nine thousand subscribers to The Catholic School Journal (warranting an estimate of over fifty thousand regular readers) who by their helpful co-operation have contributed so much to its success during the quarter-century of its existence, will no doubt appreciate the following words of praise and encouragement, extended to the publication by some of the many representative religious, on the occasion of The Journal's Silver Jubilee.

Each and every one of the splendid messages ("redolent with refreshing odor, like a sweet bouquet") that have found their way to the editorial room of The Journal in the week preceding going to press, has gladdened the hearts of the sponsors of the enterprise, and will give added impetus to its score of editors scattered throughout the States.

With gratitude for the confidence reposed in the service, our promise is that The Journal shall continue to offer religious teachers everywhere a bountiful supply of invaluable original reading matter, affording, to all who will avail themselves of it, opportunity to acquire both general culture and specific technical knowledge under the most attractive conditions. Thank you, one and all!

* * * * *

Dear Mr. Desmond:

With great pleasure I join your friends in congratulating you on the Silver Jubilee of the "Catholic School Journal." These are 25 years of strenuous and successful work in the interests of the Catholic schools in our country, by which your Catholic School Journal has merited well-deserved praise and support on the part of the Catholics of the United States. That the Lord may bless and strengthen the coming 25 years of the Catholic School Journal, is my fervent prayer.

With cordial greetings of a joyous Easter,

Sincerely yours,

† S. G. Messmer, D.D.
Archbishop of Milwaukee.

My dear Mr. Editor:

Please accept in your own behalf and in behalf of the entire staff of The Journal sincere congratulations upon the completion of twenty-five years of useful service.

The last twenty-five years have been a period of unusual development in Catholic Education, and the Catholic School Journal deserves praise for the constant inspiration it has given.

May many bright pages remain to be written in its history.

Very sincerely yours,
Rev. Francis J. Macelwane.
Supt. of Schools, Diocese of Toledo.

My dear Mr. Desmond:

My congratulations to you and the Catholic School Journal on the completion of its twenty-five years of publication. That you have consistently adhered to a high standard and progressive policy, and have accordingly merited the esteem of religious teachers generally throughout the United States and Canada is the finest tribute to your effectual service. May the Catholic School Journal for many years continue its excellent work for the benefit of Catholic education.

With my best wishes and congratulations, I remain,

Yours sincerely,
Rev. Joseph Dunney.
Supt. of Schools, Diocese of Albany.

My dear Mr. Desmond:

Let me, first of all, offer most sincere felicitations on the twenty-fifth birthday of the Catholic School Journal. As one associated with the infant from its very early years I may perhaps be pardoned for rejoicing with you on the sturdiness and virility and admirable character of the man whom the baby has since become. Ever so much vital news never gets into the records; so you will probably never learn just how many teachers have derived practical help and uplifting inspiration from The Journal during the past twenty-five years. And now for the second quarter-century!

With all good wishes,

Brother Leo, F.S.C.,
St. Mary's College, Oakland Calif.

My dear Mr. Desmond:

On the occasion of The Catholic School Journal's quarter-century of service in the noble cause of Catholic Education, permit me to extend my most cordial felicitations. The pioneer work done by your excellent publication in the field of education deserves the continued support of Catholic teachers to the end that the ideals so valiantly championed thus far may as time goes on be fully realized in each and every Catholic School of America.

With kindest personal regards, I beg to remain,

Sincerely yours,
Rev. D. Jos. Breault,
Supervisor of Schools, Marquette Diocese.

My dear Mr. Desmond:

This month of April marks the twenty-fifth anniversary of the Milwaukee Catholic School Journal of which you are the able Managing Editor. Permit me to extend to you my congratulations on this occasion. There is much to be said in commendation of your splendid Educational periodical, but it occurs to me that The Journal, itself, is its own spokesman. I wish to say, however, that its thousands of readers must have discovered underneath its mass of educational contributions, and buried obscurity, the heaping-high interest and zeal of its remarkable Editor who for years has weathered all the difficulties and discouragements facing Catholic editors and publishers.

As a pilot, you remained at the helm and guarded it safely thus far. Our prayers ascend to heaven that God may guide your hands, and that you may continue to spread out over the country that intellectual wheat with which The Journal has fed the schools of our land for the past twenty-five years. May the Milwaukee Catholic School Journal continue to be our beacon light!

Faithfully your friend,

Sister M. Louise Cuff,
Catholic Sisters College, Washington, D. C.

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THE ANDREW LANG READERS

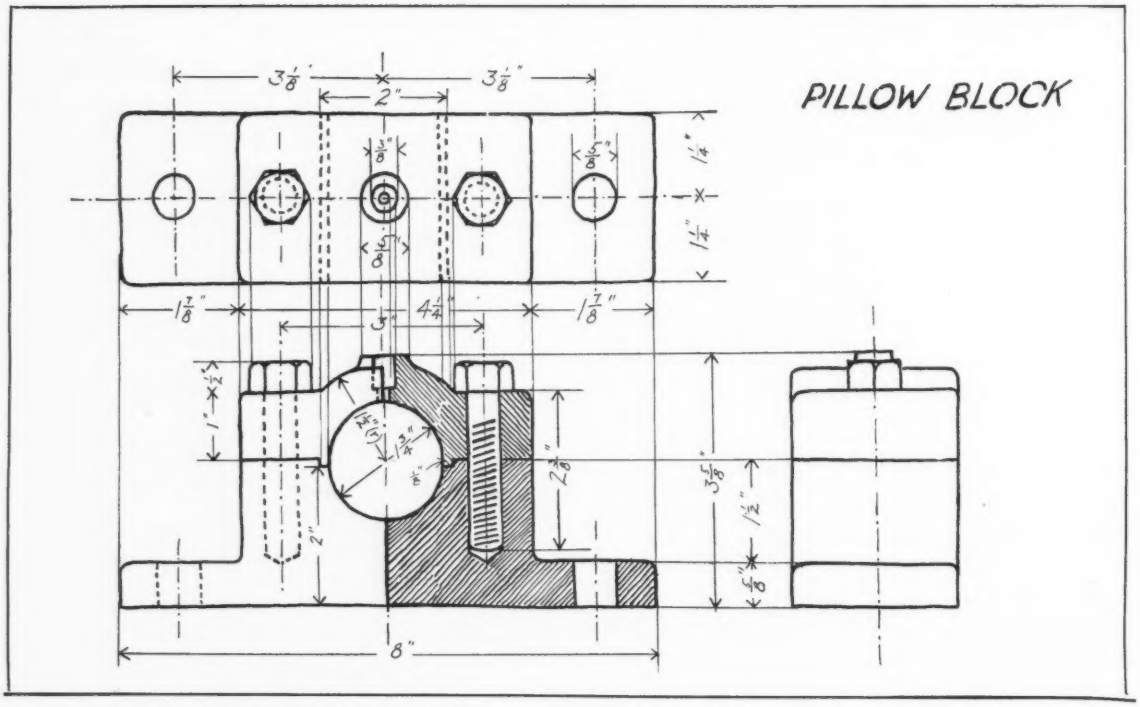
Fairies, trolls, and lovely princesses—venturesome lads and gay young princes—witches, giants, dragons—play their parts virtuously, mischievously, wickedly, as the case may be, and justice triumphs in the end! These are the irresistible stories which have been a delight to children in many lands. They have now been re-edited and are offered as supplementary readers for Grades 2 to 5.

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PLATE 14



FREE CONSTRUCTIVE DRAWING

Suggestions for a Course

By Brother F. Cornelius, F.S.C., M.A.

Third Article of the Series*

PLATE 13. This plate is concerned with scale making, drawing to scale and making a good general lay-out of our work on a given sheet of paper. Drawing to scale means representing objects in their exact proportions, generally in reduced size but sometimes also in increased size. The scales most commonly used are those in which a foot is represented by 1, 1½, or 3 inches; or again, by ¾, ½, ⅜ or ¼ of an inch. All these scales may be made in the same way. Let us make a scale in which the distance 0-12 taken in figure 10 represents a foot. Any other distance could be taken instead of 0-12. Draw a fine line about one inch long and on it with a sharply pointed pencil lay off the distance 0-12 between two sharp tiny crossing lines as in figure 12. The crossing of two fine lines locates a point very exactly. From point 12 draw a line at an angle of about 30 degrees and on it, beginning at 12, lay off twelve equal parts of any convenient length. Join the end of the last part by a straight line with point 0. Then, parallel with this line, draw lines through each division-point over to and through the line 0-12, dividing it into twelve equal parts. Lay off and number these parts on the smooth edge of a strip of stiff paper; they represent inches. Next to these add other numbered divisions each equal to 0-12, thus representing as many feet as may be desired; all as shown in figure 12. Scale making is a very good exercise. We may put into the pupil's hands the regular architects' triangular scale rule and having explained it thoroughly, let him use it, but nothing gives him so good an understanding of scales and their use as the intelligent making of them.

We will now for plate 13 draw to scale plate 5 rather than some other subject, first that we may see how near our free-hand drawing is to the proportions of the dimensions and secondly, because draftsmen frequently make their scale drawings from sketches. Taking both views on plate 5 we find that the total height measures 3' and the total width (judging about 10 scale inches for the space between the two views) amounts to about 4' 2". Now, by the 1" scale our drawing will be too small for a sheet 10x14 inches, leaving too much of the paper unused. By the 3" scale it will be too large. A scale of 2" to a foot is a medium between the two former and gives about the best convenient solution. We now mark off on our paper in a well judged position a space 4 of our scale feet in width and 3 in height, draw our base line at the bottom of the space and on it begin to build up our drawing according to the dimensions of our sketch. For exercise we may require the student to find what scale should be used for drawing the same subject on paper of different size or for drawing other subjects on paper of a given size.

PLATE 14. To prepare for this plate have the class make many sketches of hardware and of machine parts—screws, hinges, bolts, iron wheels, simple tools, pipe-joints, faucet, etc., drawing all the necessary sections. Then bring into class some more complex machine parts, such as the pillow-block. Let the students make the sketch with the necessary dimensions rapidly and from it make the final plate to a suitable scale. Although the plate printed here is from a freehand original drawn to scale, we do not mean to introduce or encourage a general practise of drawing freehand to scale. Scale work, especially when the subject begins to become complex, should be done with T-square, triangle and other proper instruments. This plate, as also plate 7, illustrates how invisible edges and contours are sometimes represented in a projection by heavy short-dash lines. Apt students may be given supplementary work. Many good suggestions for such work may be found in the Popular Mechanics magazine and in similar sources.

PLATE 15. Development of geometric solids. First draw the projections of the solid; then from them lay out the flat pattern; see figure 13. Developments might as well be drawn freehand and dimensions indicated in the small-scale sketch; but the pattern from which the actual object is to be made must be drawn with ruler or other necessary instruments and with great exactness. The

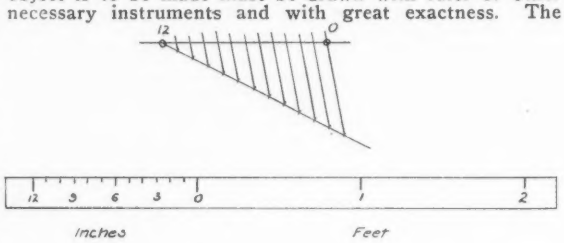


FIGURE 12

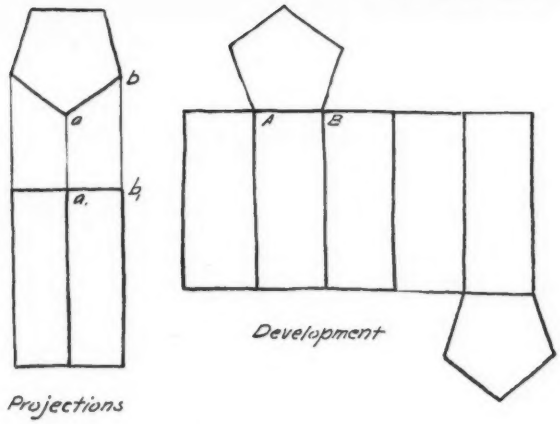


FIGURE 13

principle constantly to be remembered is that true dimensions of lines and planes are only those taken from projections of such lines and surfaces as are parallel to their planes of projection. Thus in figure 13, for example, the line AB must be taken from ab in the horizontal projection because there only is it parallel and therefore equal by scale to the line ab of the real prism. It is good to give the class many exercises in drawing the developments of geometrical solids on firm card-board and in cutting out the patterns and making the actual models. These models will be found very useful in drawing as well as in mathematics courses.

PLATE 16 applies the principle of developments. A box for contributions or for balloting makes a good problem for a class plate. When the ends of the funnel are vertical, as in our plate, the development is easy. Let the more apt pupils try to solve the problem with the

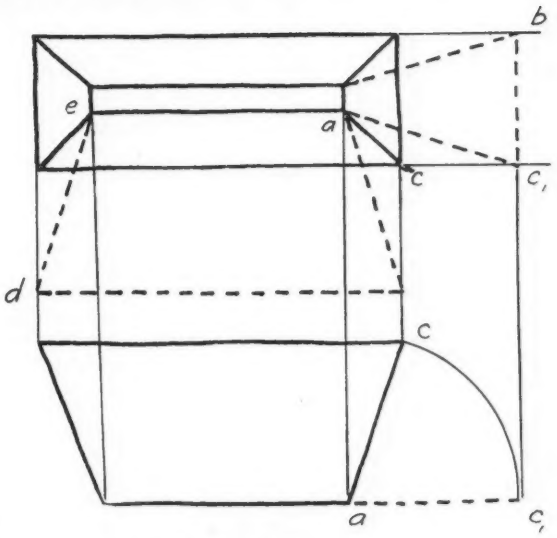
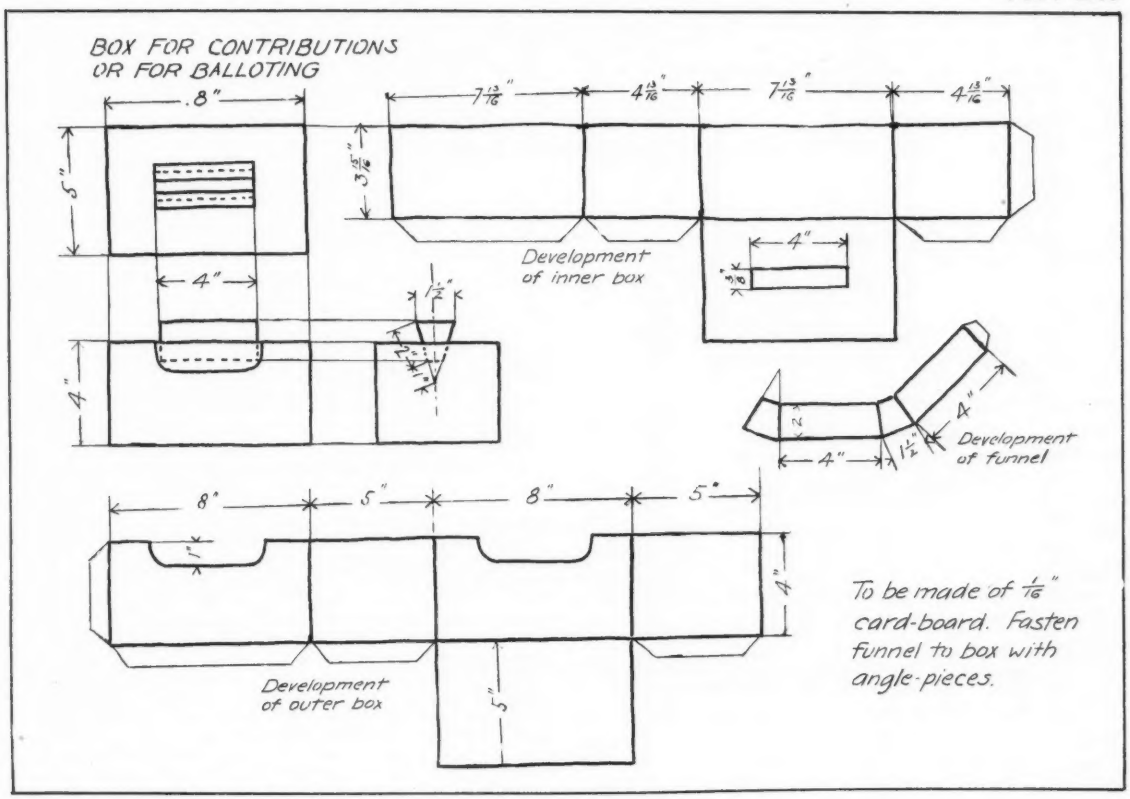


FIGURE 14

four sides of the funnel inclined. Vary the inclination. Hints for the solution are given in figure 14 where ab represents the true proportions of an end and ad of a side. Other subjects in connection with this plate are lamp-shades, letter-trays, waste baskets, wall-pockets, lanterns, ash-trays, etc., some of which may be worked out of card-board and others from sheet-copper.

*Second Article in December, 1925 Issue.
First Article in September, 1925 Issue.

PLATE 16



AMBITION TO EXCEL

(Continued from Page 14)

work in the primary grades is of immense value, and the children should be taught to express their thoughts correctly by the "sound right" method. Sufficient for them to know that it "sounds better," and by doing this, they will have constant practice in the corect way, and become accustomed to using the proper forms. Unless the teacher believes whole-heartedly in the importance of thus training the child from his first school year, to the study of his mother tongue, unless she can realize how firmly English is woven into every school subject, unless she is thoroughly imbued with its importance to success in life, and unless she realize her responsibility for the child's success after his school days are over, she will fall far short of her responsibilities as a teacher.

The true teacher endeavors to realize the importance of her work, and especially of its importance to the child in after years. If children are going to make a success with their education, it will be entirely due to the zealous teachers in the primary grades, where in the very beginning they receive of the enthusiasm imparted by the teacher, and will begin to realize the value and importance of acquiring knowledge of any subject. A deeper and more vital interest will seize the children, and their ambitions will surely lead them to a wider and more thorough knowledge of the language. Teachers should be deeply impressed with the fact that instruction in our native tongue in not confined to a single period in the day, for consciously or unconsciously teachers of any subject are making every lesson a Language lesson.

The example and influence of the teacher should constanly serve as an impetus to the pupils; to stimlate them to emulate her in linguistic cleanliness and decency. To quote Professor McMurry: "Language is the particular instrument of the teacher. Mastery of it should be one of his distinguished characteristics. While the constant and varied employment of it to test and exercise the pupils, makes it his main reliance."

President Nicholas Muray Butler places "correctness in the use of the mother-tongue," as the first evidence of education. A teacher in the grades may teach geography, history, reading, arithmetic, but yet her knowledge of these subjects is seldom if ever put to a test, yet, every day her use of oral English is being scrutinized, and she is being continually judged by the character of her speech. Teachers realizing the truth of this, and also realizing how superficial was their early training in the use of the mother-tongue, should put forth every effort to interest the pupils in Language that they may give it careful attention since it is indicative of a cultivated mind.

This slowly maturing fruit of culture is difficult to acquire, and it demands long and persistent toil, which toil can be tremendously lightened by a tactful, patient teacher in the primary grades where is laid the foundation for the acquisition of a desirable command of the language. The encouraging note for the persistent student is a knowledge of the fact that skill won in handling language is not easily lost. One may forget the steps in the process of proving that the square inscribed on the hypothenuse of a right angle triangle is equal to the sum of the squares inscribed on the other two sides, for after this is learned we rarely have any means of keeping it fresh in mind, but we always retain the skill acquired in oral English, because of its constant use in all our waking hours.

An important point here is to teach the children that if their speech would be clean as well as effective, they must harbor none but clean thoughts. Noble words are the expressions of a noble mind, just as noble deeds are indicative of a noble character, hence we conclude that dirty, immodest expressions come from a dirty, unclean mind, just as angry words come from a disturbed mind. The cultivation of this point is even more necessary than the avoidance of certain gramatical errors and the practice of a painful precision of speech known as "school-teacher's English." The growth and development of our rich and flexible English language demands that we cultivate a wider and finer vocabulary for the expression of the larger and fuller experiences of life. If we would have our pupils realize these achievements, we will labor to give them a firmer and a fairer command of that great unit of communication, the sentence, and that, through purposeful experiment and practice in both thought and speech. In the hands of the teacher of English is a wonderful opportunity for doing untold good to countless men and women down the ages. This can be done by directing the reading of the pupils, making their mental selves the ideas and words and phrases of those great masters of speech who not only have added strength and life and luster to the English language, but who have also embodied in their work the doctrine of the Divine Teacher.

LIBRARY READING AN ESSENTIAL IN EDUCATION

(Continued from Page 12)

But there is place also for a more systematic effort on the part of some centralized Catholic agency for the promotion and advancement of learning. The National Catholic Welfare Council, Department of Education, is favorably and financially situated for the performance of this work. This organization should endeavor to establish traveling libraries to be sent to every city, town, hamlet and rural district of the United States, to be supported by the local units or chapters, with a nominal fee for membership sufficient to cover cost of transportation, custody, and use. In case the amount is not enough to pay all the expenses, a subvention or auxiliary fund for adult education should be provided.

The position of the Catholic School library is that of the sentinel of truth and the protector of morals. Those books that degrade our intellect, vulgarize our emotions, and weaken our faith have no place for any Catholic library. Here books of those standard authors and other modern writers that stimulate thought and improve the intellect and reason are honored and glorified as in a hall of fame. Books of the best authors are recommended and encouraged because they are more apt to teach those principles of religion and morality that form the bulwark of the doctrines which Christ preached to mankind. All reading that gives us a deeper insight into true Christian manhood and womanhood for the elevation and improvement of character, higher and noble ideals, and the sanctification and proximate preparation of our life for a happy eternity has a claim to our respect and is indeed worthy of our deepest attention.

COMPENDIUM OF HIGH SCHOOL (ACADEMIC) RELIGION

According to the Requirement of
THE CATHOLIC UNIVERSITY.
By Sister M. John Berchmans, O.S.U., A.B.

COMPENDIUM OF FOURTH YEAR HIGH-SCHOOL

Tenth Article of the Series.

(Continued from March issue)

CEREMONIES OF SOLEMN BAPTISM.

1. Ceremonies that precede the Baptism.
2. Ceremonies that accompany the Baptism.
3. The Baptism.
4. Ceremonies that follow the Baptism.

CEREMONIES PRECEDING THE BAPTISM.

The rites that precede, accompany, and follow the baptismal ablution are as ancient as they are beautiful, and from the writings of the early Fathers we learn that most of them are derived from Apostolic times. These ceremonies are intended to enable us to understand the grandeur, the effects, and the obligations of Baptism.

In this country it is the practice for the sponsors or god-parents to bring the child to the baptismal font, even though the font may be inside of the church.

1. The priest robed in surplice and purple stole asks the child, calling it by the name which it is to bear, "What dost thou ask of the Church of God?"

The sponsors answer for the child, "Faith." Priest asks, "What does faith bring thee?" Sponsors answer, "Life everlasting." Priest says, "If thou wilt enter into life, keep the commandments. Thou shalt love the Lord thy God with thy whole heart, and soul, and mind and thy neighbor as thyself."

2. The Priest then breathes on the face of the child, and exorcises the evil spirit saying, "Depart from him, thou unclean spirit, and give place to the Holy Ghost, the Comforter."

St. Augustine says this Apostolic practice of exorcising, is to prove the existence of original sin. This ancient ceremony is always symbolical of the imparting of the Spirit of God.

3. The Priest then makes with his thmb the sign of the cross first on the forehead, then on the breast of the infant, to signify that he must be sanctified in mind and heart, after which he says a prayer, "Receive the sign of the cross both upon thy forehead and also upon thy heart; take unto thyself the faith of the heavenly precepts; and be in thy manners such that now thou mayest be the temple of God."

4. The Priest then places his hand upon the head of the infant, which act signifies that the minister of God covers with his protection the infant to be baptized, that he causes the graces of heaven to descend upon him, that he hurls a malediction against the enemy of his soul—Satan.

5. The Priest next puts a small quantity of salt specially blessed for Baptism, into the mouth of the child, at the same time saying a prayer beginning, "Receive the salt of wisdom, etc." As salt gives savor to food and preserves from corruption, so here it is a symbol of the Christian virtue of wisdom which preserves the soul from being corrupted by sin.

6. The Priest then recites the prayers called exorcisms and make the sign of the cross several times upon the infant, to deliver him by virtue of this sign from the dominion of the devil.

According to the teachings of the Fathers, the soul of an unbaptised person is particularly under the dominion of the spirits of darkness, therefore a solemn adjuration is made in the name of the Father and of the Son and of the Holy Ghost. "I exorcise thee, thou unclean spirit, in the name of the Father and of the Son and of the Holy Ghost, that thou go forth and depart from this servant of God, N. for He Himself commands thee, accursed outcast, He who walked upon the sea, and stretched forth to sinking Peter His right hand. Therefore, accursed devil, acknowledge thy sentence, and give honor unto the true and living God; give honor unto Jesus Christ, His Son, and unto the Holy Ghost, and depart from this servant of God, N., because him hath God and our Lord Jesus Christ vouchsafed to call unto His body grace, blessing and the font of Baptism." When the Priest makes the



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sign of the cross on the infant's forehead, he says, "And this sign of the holy cross which we place upon his forehead, do thou, accursed devil, never dare to violate."

CEREMONIES ACCOMPANYING THE BAPTISM.

1. The Priest lays upon the infant, the stole, symbol of his authority, and admits him to the baptismal font, saying, "Enter thou into the temple of God that thou mayest have part with Christ unto life everlasting. This ceremony reminds us of the first days of the Church, when the Catechumens were thus led in procession into the Church.

2. The **Profession of Faith** is then made by the sponsors and the Priest reciting the Apostles' Creed, and the Lord's Prayer. This is a very ancient practice, as from the earliest times the person to be baptized was required to make a public declaration of belief, in order to show his knowledge of the faith, and his acceptance of the Church's doctrines. The Our Father is said, to show that only such as are baptized have the right to call God Father.

3. The "Ephpheta" which means "Be opened" is the beginning of a prayer said by the Priest while he moistens the thumb with spittle from his mouth and touches the ears and nostrils of the child. The touching of the ears symbolizes the opening of the understanding to the Word of God, the touching of the nostrils denotes the sweetness of the spiritual life. The use of spittle reminds us of the cure of the dumb man, as regarded in the Gospel of St. Mark.

4. Then follow the interrogations by the Priest:
"N. dost thou renounce Satan?"
The sponsors reply, "I do renounce."
"And all his works?" "I do renounce them."
"And all his pomps?" "I do renounce them."

5. The anointing with the oil of Catechumens in the form of a cross, on the breast of the infant and on the back between the shoulders then follows, the priest reciting the prayer, "I anoint thee with the oil of salvation in Christ Jesus, Our Lord, that thou mayest have life everlasting." The cross on the breast symbolizes that our holy faith is a shield against temptation, and that on the back signifies that we must bear patiently the burdens of this life carrying our cross as Our Lord carried His, for as it in the nature of oil to give strength and suppleness to the limbs, so the holy oil will make the service of the Lord sweet and pleasing.

6. The **Second Profession of Faith.** Having put on a white stole, the Priest now interrogates the infant, and the sponsors answer.

N. dost thou believe in God the Father Almighty, Creator of heaven and earth?" Sponsors answer "I do believe. "Dost thou believe in Jesus Christ His only Son our Lord, who was born and who suffered for us?" Sponsors answer, "I do believe." "Dost thou believe in the Holy Ghost, the Holy Catholic Church, the communion of Saints, the forgiveness of sins, and resurrection of the body, and life everlasting?" Sponsors, "I do believe." As no one may be baptized without expressing in some way his will to be baptized, the Priest then says, "N. wilt thou be baptized?" In the name of the infant the sponsors answer, "I will."

7. THE BAPTISM—The sponsors hold the child over the font, and the Priest pours the baptismal water on its head three times in the form of the cross, saying at the same time, "N. I baptize thee in the name of the Father, and of the Son, and of the Holy Ghost."

CEREMONIES THAT FOLLOW BAPTISM.

1. An anointing with Holy Chrism is made by the Priest dipping his thumb in the Holy Chrism and anointing the infant upon the crown of his head in the form of a cross saying, "May Almighty God, the Father of our Lord Jesus Christ, He who regenerated thee with water and the Holy Ghost, and has given thee remission of all thy sins, anoint thee with the chrism of salvation, in the same Christ Jesus, our Lord, unto life everlasting."

By the unction of Chrism, the baptized person is consecrated a Child of God, a member of the mystical Body of Christ, and a living temple of the Holy Ghost, and he is thereby consecrated to the service of Him who died on the Cross.

2. A **white veil** is then put on the head of the child with the words said by the Priest, "Receive this white garment, which mayest thou carry without stain before the judgment seat of our Lord Jesus Christ, that thou

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mayest have eternal life." This white garment is symbolical of the innocence received in baptism, and is a survival of the ancient practice of robing the newly baptized persons in white.

3. A **lighted candle** is then placed in the hand of the sponsor who holds it for the infant, while the Priest says, "Receive this burning light and keep thy baptism so as to be without blame. Observe the commandments of God; that when Our Lord shall come to His nuptials, thou mayest meet him together with all the Saints and mayest have life everlasting and live forever and ever. Amen." This light symbolizes the light of faith and the flame of charity.

4. The Priest then concludes the ceremony by the beautiful words, "N. go in peace and the Lord be with thee."

How beautiful and significant are these last words, "The Lord be with thee." The angel Gabriel saluted our Blessed Lady with, "Hail, full of grace, the Lord is with thee." And if the newly baptized is careful to preserve the priceless treasure of sanctifying grace, then the Lord will be always with him, and his life will glide on as a river of peace, unruffled and indisturbed amid the storms and blasts inseparable from human life here below.

In the solemn Baptism of adults, the ceremonies are different in some details, as the Priest meets the adult outside in the vestibule of the Church, into which he does not lead him until he places the end of the stole on the person after completing the exorcisms. While leading the adult to the Font, the adult says aloud with the Priest and the sponsors the Apostles' Creed and the Lord's Prayer. To all the interrogations of the Priest the adult makes answer himself.

The order for receiving a non-Catholic into the Church is:

1. Abjuration of Heresy. When Baptism is to be conferred absolutely, no abjuration of heresy or absolution is required because Baptism wipes out all sins.
2. When the Baptism is to be **conditional**, the manner of proceeding is as follows:
   a) Abjuration of heresy or Profession of faith.
   b) Conditional Baptism.
   c) Sacramental confession with conditional absolution.

The New Code of Canon Law says in Canon 753 that it is becoming that a priest who baptizes an adult, as well as the adult himself, if he be in good physical condition, should be fasting. It also enjoins that except when grave and urgent reasons excuse, the baptized adult should immediately assist at the Holy Sacrifice of the Mass and receive Holy Communion. Rev. Chas. Augustine in his Commentary on Canon Law, says that this Canon supposes that baptism of adults should, if possible, and convenient, be administered in the morning, and adds, "Custom may dispense from the obligation here inculcated."

SPONSORS.

According to Canon 764 of the New Code there should be only one sponsor, but this sponsor may be of different sex from the one to be baptized; at most two sponsors may be employed, a man and a woman.

REQUIREMENTS FOR THE VALIDITY OF SPONSORSHIP.

1. The sponsor must be baptized, of the age of discretion, and have the intention to take that office.
2. He must not belong to an heretical or schismatical sect, nor be excommunicated by a declaratory or condemnatory sentence
3. He or she must be neither the father, nor the mother, nor the consort of the one to be baptized.
4. He or she must be appointed either by the one to be baptized, or by the latter's parents or guardians, or if there three classes be wanting, by the minister of the sacrament.
5. The sponsor must either personally, or by proxy take upon himself the sponsorship by a physical act, such as to touch the one baptized, or receive him immediately after Baptism from the sacred font, or from the hands of the minister.

CONDITIONS FOR LICIT SPONSORSHIP.

1. The sponsor must be fourteen years of age, unless for just reasons the minister admits a younger one.

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2. He must not be under excommunication, or excluded from legal acts, or interdicted, or a public criminal, or disgraced by infamy of fact.
3. He must know the rudiments of the faith.
4. He must not be a novice or professed member in any religious organization, unless there is no other to act as sponsor, and permission is granted by at least the local superior.
5. He must not be in sacred orders, unless he has the express permission of his own Ordinary to act as sponsor.

At private Baptism a sponsor should be employed, if possible; if none was present, one should be called when the ceremonies are supplied, but in that case no spiritual relationship is contracted. When Baptism is repeated conditionally, if possible the same sponsor should be employed who was present the first time. No spiritual relationship is contracted, unless the same qualified sponsor acts as such on both occasions.

SPIRITUAL RELATIONSHIP.

Spiritual relationship is contracted only:
1. Between the minister and the one baptized.
2. Between the sponsors and the god-child.

BAPTISM OF CHILDREN OF INFIDELS AND INSANE PERSONS.

1. The New Code repeats that Benedict XIV. pointed out so clearly that the children of infidels may be lawfully baptized against the will of their parents only when they are in danger of death. This danger must be such that there is little or no hope of their surviving to the age of discretion. However, even when there is no danger of death children of infidels may be lawfully baptized, provided their Catholic education is guaranteed in these two cases:
1. If the parents or guardians, or at least one of them consent to the Baptism.
2. If there is no father, mother, grandfather, or grandmother, or guardian, or if they have forfeited the right to keep the child.

Insane persons, if so afflicted from birth, may be baptized, but if they have lucid intervals they may, if they wish, in the course of one of the intervals, be baptized; that is, if they have expressed the wish to be baptized while they were enjoying the use of reason. They may also be baptized, when in imminent danger of death, if they had expressed a desire for Baptism before they became insane.

EFFECTS OF BAPTISM.

1. Baptism washes away original sin with which children are tainted at birth; in adults it also effaces all the actual sins which they committed before baptism, and it bestows sanctifying grace.
2. Baptism remits all the punishment due to sin, whether temporal or eternal.
3. Besides sanctifying grace, Baptism confers sacramental grace, giving the baptized person a right to the actual graces necessary to preserve the spiritual life received in Baptism, and to receive the other sacraments worthily.
4. Baptism imprints an indelible character, and as it were the seal of Christ, by which the baptized person is consecrated in God forever.

ATTENTION

By Sister M. Josephine, O.S.U.

CLASS room management is a subject of undying interest to the successful teacher. She is never too young and never too old to attend to and assimilate any knowledge that may render her work of training young hearts and minds more vital. Every detail of child psychology is fraught with value to her and every detail of environment and employment which furthers or interferes with the child's development is a matter of supreme importance to her. One might write a volume on school discipline, for instance, or on authority in the class room, or on routine, on punctuality, or on a dozen kindred subjects, and yet questions of interest to the teacher would hardly be begun.

Attention is one of these questions and a very important one, too. Psychologically defined by Father Meyer, S.J., "Attention means the occupation of the mind irrespective of how the object comes to hold the centre of consciousness." This makes an excellent working definition for a teacher to plan her method upon. The mind is to be occupied; in other words, the teacher is to supply the object; and to follow further the definition, she is free in her choice of means to get that object into the centre of consciousness. But mark carefully. The means chosen are generally the sign-manual of the successful or of the unsuccessful teacher, because upon these means depends the development of a concentrated or of a superficial mind. This latter belongs to the people "whose work", as Mr. James says, "to the end of their life gets done in the interstices of their mind wandering."

Viewing attention as functioning in education, we must properly take into account two phases, non-voluntary and voluntary. The first phase is the attention awakened by the attractiveness of the object presented to the senses, and it is the problem that meets the primary teacher. Non-voluntary attention is also called passive attention because the mind seems to have little, if any, part in arousing it. On the other hand, attention is voluntary or active when it is aroused by the effort of the intellect itself, and it is the phase which the teacher is seeking to establish in her pupil. It implies the liberating of the mental powers from subjection to sensorial stimuli, training them to concentrate on the one object considered, and thus building up interests, wide and varied as they may be, in the child.

We all know how a trained intellect can work despite the most distracting surroundings. Sceptically, such a condition is simetimes called absent-mindedness, but often it is only present-mindedness to an extreme degree where the mental faculties are completely immersed in an interesting subject. But with the child the very opposite prevails. Bright colors, unusual sounds, a stinging touch, intense odors, all act as stimuli to his alert sense organs, and the mind responds promptly to the sensations produced. His attention is caught. Now is the moment for the tactful teacher. What prodigies can she not perform with these stimuli to aid her? The brilliant colored blocks, the smooth-round marbles, the fascinating sand-table, and yet — — in these very charms lurks a danger. Sometimes a child is so interested in the attractiveness of the articles he handles that he fails entirely to grasp the end for which they are used. In other words, he is distracted, and if distractions are allowed to be numerous or lengthy, habits of dissipation are formed that are difficult to break later on. Also, a child who lives on thrills, even though they be but red and blue balls, soon becomes jaded, and responds tardily to the more frequent if more sober stimiuli of life.

This same difficulty is found in equably adjusting the question of variety. The demand for change being one of the strongest instincts of man, the teacher must not keep the child for long tiresome periods at the same task, nor must she, the instant she finds a spirit of restlessness abroad, seek to vary the employment; otherwise, amusement will soon be the need of the pupil, and dissipation and not concentration will be the result. It has been well said that "one of the differences between work and play is the sticking to application when it has become monotonous"; and as the child is led out of the play period, a certain amount of enforced application, increasing with the years, develops a sturdiness of character, a mastery over haphazard effort, which make the fulfillment of duty almost second nature later on. After all there is no advancement without drill; and she is a wise teacher who varies her drill without ever losing sight of the fact that it is drill; and so keeping before her class always the principles she is trying to instil under various guises.

The instinct of construction, of emulation, of ownership, all the instincts of childhood, with whatever form of attention they arouse, have a place in a well managed school room. Each one in turn is brought forth and plays its part in the scheme of education. But there is one among these natural endowments which seems to be the key to progress, and that is curiosity. "Why?", asks the child and its eyes and ears are opened wide for knowledge. Never again, perhaps, will the opportunity come for so educating him along these particular lines; and whenever the "Why" is legitimate it must be answered. Note that word legitimate. It does not include the unhealthy curiosity of some minds. It does not include the questionings of a professional time-killer. It does not include the never sated seekings of a Paul-Pry.

But it does include the honest "Why," whether uttered in surprise or after deliberate thought, of a mind trying to fathom the mystery that is just beyond its solving.

There is one warning, however, very necessary to the teacher who is working upon pupils in the non-vocational stage of attention. She cannot rely upon the same instinct being developed in all the children to the same degree of perfection at the same time. In other words, her children are individuals and not a mass. Now this does not mean that each child must have separate instruction and a separate method all through school life, for thus the social instinct would be atrophied, at least to an unnecessary degree. And the spirit of emulation would be wanting too; and it is the backbone of most lives, successful in terms of this world, at least. No, the children as individuals must be brought into line on certain principals, and the principals being grasped, allowance must be made for the amount, the quality, and the quantity of work which is accomplished individually along these principals.

After a few years' training there comes a pyschological moment in the life of the child, when he has, so to say, discovered his intellect. He is able to give volitional attention to a subject, and is ready for the more advanced stages of school life. Now he can concentrate his attention upon matters which do not appeal to him naturally, but which he realizes will lead him to some desired end. This end, at first, will not be the final one, as for instance his Ph.D.; but it will be a point set by the skillful teacher along the roadside, where he can pause and breathe for a space before he sets out again. Such, for instance, are tests, promotions, etc., which gradually as the student's horizon widens, take their proper place in the scheme of his advancement.

There are also incentives which aid toward achieving the end, even the ultimate end of the student: reward and punishment, pleasure and pain, and these often revive attention and fix it at a critical moment when all previous efforts seems to be lost. Incentives, skilfully used, are powerful factors in education, and must always be ready at hand for emergencies.

Thus school days slip by. On the threshold stands the teacher, the kindly, wise, leader, who will steady the first purposeless steps and set them firmly along the ways of learning, guided by a spirit of attention. Later the teacher changes. She is no longer the guide but the companion. She directs at this point, she suggests at that, until at length the habits of attention which she has inculcated have so developed that she may watch, almost as a spectator, the mind which she has trained, strong, agile, concentrated, speed on and up the heights.

THE TEACHING OF RELIGION

Motivation in Religion

By Rev. C. A. Bruehl, Ph.D.

THE only way in which we can permanently influence the conduct of others is by supplying them with potent motives that will be able to determine their choices in a manner which we have recognized as good and desirable. If efficacious motives for action are provided the future behavior will be as we expect it to be, making of course due allowance for the incalculability of the will which at times will baffle all our predictions. The vital thing, then, in education is to furnish motives of enduring strength that will continue to exert their power after the personal influence of the educator has ceased. Dynamic motives are the most precious thing which the teacher can give to his pupils. Through them his beneficent influence remains with them long after they have left him; through them his guiding hand continues to lead them when they are no longer under his control. The man without adequate motives drifts about like a ruderless ship that is unable to pursue a steady and definite course and is totally at the mercy of winds and waves. Hence, the importance of motivation in religious education is obvious and requires no elaborate argument.

But this question of motivation is not so simple. The point is to make the motive vital and dynamic in the life of the child. Motives cannot simply be passed along from one person to another. What is a motive for one may make no appeal to another and consequently would fail to stir up a response. If a motive is to be effective there must be an interest to which it can address itself. We see, therefore, that the question of proper motivation is some-

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what involved and presupposes some knowledge of practical psychology. To such preliminary details we will give our attention. Time and effort thus spent will be well invested.

We may call a motive an object that is capable of exciting desire. It moves and influences the will. It attracts us toward it. Not the physical object as such is the motive, but this object as apprehended by the mind and represented as desirable. The strength of the motive depends upon various conditions. One of these is the vividness with which it is realized in consciousness. Another is the general character of the individual to whom it makes appeal. This latter observation is of considerable importance since it explains why in some cases the most powerful motives fail to produce results. If there is no interest that corresponds to the motive which we are using we can expect no results. You may plead with an individual for an eternity, if you fail to strike an answering chord in his heart, it is all to no purpose. Very often educators waste their time by making appeal to interests that do not exist. Before using a motive we must make sure that it will strike home. We must not forget this diversity of disposition which is of such immense importance in the question of motivation. The first step is to ascertain what interests are present to which an effective appeal may be made. The second step is to arouse interests which as yet exist only in a dormant and latent condition. Take a boy that is practically devoid of self respect. It is plain that motives of self respect will mean nothing to him. It would be useless to try to influence him by an appeal to an emotion in which he is so deficient. Before we can do anything with him in the way of training we must ferret out the interests which he cherishes and adroitly play upon these. After this we will endeavor to awaken the dormant self respect that it may be advantageously used in the future. We see, accordingly, that the study of interests must precede that of motivation. It is, as Hoeffding has well said, the nature of our whole self which decides if something can become a motive for us. Much motivation in the case of religious education is futile because the educator employs motives that are suitable to adults but make no impression on the child. We so often forget that the interests of the child are very much different from our own and that which sets our imagination afire and our heart aglow leaves the child cold and indifferent. The question of motive, then, is a very concrete question. It belongs to practical or individual psychology.

To give proper emphasis to the point we will quote a noted psychologist who has made an elaborate experimental study of the process of motivation. "It is hardly, necessary, he says, to dwell on the great practical importance of the psychology of motive. In every sphere of life the problem of motive is in evidence. The man who would be master of the art of strengthening motives, and of measuring their force, would, indeed, be powerful. The teacher who could inculcate habits of serious motivation would be the best trainer of character. Indeed, the problem of character-formation is reducible to that of motivation. The question of motive-force is important in every walk of life. Can I get so and so to do this, means, can I propose to him a suitable, and sufficiently strong motive?" (E. Boyd Barrett, S.J., Motive-Force and Motivation-Tracts; New York.)

Now the question that confronts us is. how can we invest the motive with that quality that will make it appeal to the individual we are trying to influence? This can only be accomplished if we succeed in establishing vital contacts with the sphere of interests in which the individual lives. The approach to the truth and the duty that flows from it must be made from the standpoint of the child. It must learn to see the bearing of its conduct upon itself and others. Frequently it understands nothing of this and consequently is unable to grasp the moral significance of the precept that is placed before it. What has to be done is this: We try to enter into the soul and the daily life of the child and by analysing it in detail seek to discover the moral relationships which it contains. To such relationships we then apply the moral precept. If the approach is made in that manner the child is able to realize what the whole matter is about. After all, the child can only see through its own eyes. It can appreciate things only from its own personal point of view. Its understanding of the world is not as yet abstract and detached but concrete and intensely personal. Not the mature point of view of the teacher but the immature point of view of the child must dominate the teaching if it is to be effective. The personality of the child is the central fact to which everything else must be duly subordinated. Rightly says Dr. Thomas Walton Galloway: "In our religious education particularly we fall into the error of letting our mature ideas of the subject, rather than the child, dominate the teaching." (The Use of Motives in Teaching Morals and Religion. Boston, The Pilgrim Press.)

On this point the theologian and the pedagogue will not so readily agree. The theologian is inclined to look upon religious truth as a rigid system with which no liberties must be taken. The pedagogue will want to treat it as something plastic that must yield to the exigencies of the teaching process. Happily, these two divergent points of view are not irreconcilable. The pedagogue does not wish in any way to tamper with the religious truth. He is perfectly at one with the theologian in this respect. But he also has an eye for the needs of the child and his great concern is to present the objective truth in such a manner that it can be assimilated by the mind of the child. Only to that extent does he ask for plasticity. Theologian, therefore, and pedagogue can come to an understanding in this matter if they are animated by good will. In itself religious truth may be ever so absolute, but to be taught it must in a sense become relative, relative to the mentality and intellectual capacity of him who is to be taught. Which is saying nothing more than that it must be adapted to the mind of the learner. To this the theologian cannot reasonably object, and it is all the pedagogue claims.

Stout Institute

Stout Institute, at Menomonie, Wisconsin, for the Training of Teachers of Household Arts and Industrial Arts, was the outcome of ideas on practical education entertained by the late State Senator James H. Stout, a wealthy philanthropist, who gave liberally of his private means to organize and equip the school during the interval between 1889 and 1911, in which latter year it was taken over by the state of Wisconsin.

Its graduates are teaching in every state of the Union, as well as in Canada, the Canal Zone, Hawaii, Cuba and the West Indies. As the school has developed in size, new lines of work have been taken up to meet the growing demand for competent teachers. Until lately it was not authorized to go beyond the two-year diploma course, though long recognized far and wide as the pioneer and exemplar in its chosen field.

In 1917 the Legislature extended the courses to four years and endowed the Institute with power to grant degrees. Beginning July, 1926, a certificate of attainment will be given to students upon the completion of two years of work, and those electing to take the three-year course will on finishing the work in that course receive the diploma. The degree of Bachelor of Science in Industrial Arts is conferred upon students completing the four-year Industrial Arts course, and the degree of Bachelor of Science in Household Arts is conferred upon students completing the four-year Household Arts course.

The work required in the first three years constitutes the diploma course. Upon completion of this course the diploma is granted. It entitles the holder to a state license to teach either Industrial Arts or Household Arts in the public schools of the state for two years. Upon the presentation of evidence of two years of successful teaching a life certificate is issued by the State Board of Examiners.

The enrollment of entering freshmen is restricted to a certain number of sections with a given number of students to each section, which keeps the total enrollment within the capacity of the buildings and equipment of the school. The average enrollment for the regular session is 600. Wide advantage is taken of the summer session.

Tuition at the Institute is free for residents of Wisconsin. The tuition fee for non-residents is $124 for the school year and a proportionate amount for attendance at the summer session. Fees are charged for shop and laboratory courses to cover the per capita of material used in these courses by the students. In addition, students are required to pay for breakage of equipment or other damage for which they may become responsible. There are also a library fee of $3.50 payable at the beginning of each semester, and a fee of $2 for any special, final, individual examination given for the purpose of determining students' credit.

BREVITIES OF THE MONTH

Brother Joseph, the "guest brother" at the Cistercian Monastery, Diamond Hill Road, Cumberland, near Pawtucket, R. I., where the monks observe perpetual silence, is dead, a martyr to duty, when, against the entreaties of the Rev. Father Augustine, he insisted in staying at his post, though ill himself, and nursed thirty-eight of the forty-one monks at the monastery during an epidemic of grip.

The Dominican Sisters of the Perpetual Rosary, Baltimore, Md., have published a statement that they received but $250 for a painting, "The Descent from the Cross", executed by one of the nuns, instead of the fabulous sum of $25,000, first reported.

Solemn funeral Mass was celebrated March 31, for Sister M. Borremeo, teacher in the new Mercy High School, Milwaukee, who died from burns. Sister was using cleansing fluid, which ignited and set her habit afire. She was burned about her body and limbs and death ensued, forty-eight hours later.

A city-wide survey to determine the present position and future possibilities of Catholic high school education in Milwaukee will be made during April.

His Holiness, Pope Pius XI, recently received in audience at Rome about 3000 boys and girls of the society of "Little Friends of the University of the Sacred Heart," belonging to the different parishes of Rome. He gave all a souvenir medal and accepted a crown of flowers. A dialogue by the children was presented later.

Vice-Chancellor Bentley, of the Chancery Court in Jersey City, handed down a decision upholding the right of Geraldine Riche, 19-year old daughter of John T. Riche, Coney Island contractor, to enter the Convent of St. John the Baptist at Newark, N. J. The girl's father had obtained a writ of habeas corpus, in an effort to prevent her from entering the novitiate.

While Sisters of St. Mary's Convent, Shreveport, La., were attending early Mass, $300, the savings of pupils and patrons which had been donated for the improvement of the convent property, was stolen from a desk. An unknown man was seen leaving the convent.

The centenuary of a grand religious event will be commemorated this year, for 1926 marks the sixteen hundredth anniversary of the Finding of the True Cross by St. Helena, Mother of Constantine.

Sisters of St. Dominic will observe the seventy-fifth anniversary of the founding of St. Agnes' Academy, Memphis, Tenn., on April 25, 26 and 27. In connection with the jubilee they have prepared a history of the institution which links it with the growth of the city.

Brothers, novices and scholastics of the Christian Brothers' Normal Institute, Ammendale, Md., formed a bucket brigade and fought a fire which broke out in the frame laundry and pumphouse building at the Institute early on March 25. The loss was about $25,000.

The Catholic Foundation Plan is one of the most dangerous movements in the entire field of Catholic education, the Most Rev. Michael J. Curley, Archbishop of Baltimore, told the District of Columbia Chapter of the International Federation of Catholic Alumnae in an address to its fifth annual conference at Washington.

All Catholics in the United States will be asked to join in a national communion Sunday for the success of the XXVIII International Eucharistic Congress. Sunday, May 2, has been selected and the plan is sponsored by Cardinal Mundelein.

Imperfect combustion in the heating plant which resulted in the filling of the rooms and corridors of old St. Joseph's parochial school, Philadelphia, Pa., with smoke last month provided an occasion to illustrate the care which the Sisters of St. Joseph, in charge of the school, have for their little charges and the remarkable training these children have received for just such situations.

Sister Mary Ambrosia Timon, a teacher in St. Luke's parochial school, Pittsburgh, Pa., has been excused from jury duty by the judge of the Common Pleas Court, who is also a member of the Board of Jury Commissioners. Sister Mary Ambrosia was the first nun ever ordered to jury duty in the state of Pennsylvania.

Kidnaping of Leonard Kusz, aged 9, from a parochial school in Milwaukee was revealed in a letter from Louisville, Ky., threatening Joseph and Pearl Kusz, who adopted him when a baby, if they persist in searching for the boy.

World Goodwill Day.

May 18 of each year is set aside for the purpose of bringing the minds of the students the world over to the consideration of one great aim, friendship and goodwill. This day is designated by the document passed by the World Conference on Education, as World Goodwill Day.

While all schools in all lands should keep the idea and ideal of friendship and international co-operation in mind in all lessons which have to do with our national neighbors, on this day special emphasis should be placed upon the desired objective.

In teaching the lessons suggested for this day it is well to keep in mind that we desire to build a more wholesome patriotism for the people of each country; a patriotism based not upon hatred, revenge, and jealousy, but upon love of country and pride in the achievements of our countrymen and race. It is better to boast of the virtues we possess than to try to make ourselves appear greater by minimizing others. We should make the flags of the several countries float higher and more proudly by building a greater self respect.

The things which we teach and which become of most use to the taught are the things which become automatic with the individual—things which in some way we weave into the web of human character. Justice should become automatic in order to make it efficient. Our instruction which is of the most value builds up in the individuals high potential moral courage, a resistance to evil. If the teachings of the Golden Rule are to become automatic they must be given in school and not wait until the character is formed, the courage calloused, and the mind prejudiced.

It is not calculated that the regular lessons of the day be dispensed with, at least only in part. The celebration of the day may take the form of special emphasis in connection with other lessons, opening exercises, and special periods. The spirit or genius of the day should not lose its patriotic appeal, but courtesy, helpfulness, justice, honor, kindliness, charity, friendship, and goodwill should be emphasized throughout the day. Perhaps the most successful way to celebrate the day and give it the fullest meaning is to provide a special program of half an hour to an hour in length, such program to consist of songs, drills, pageants, special recitations, essays, and characterizations of great characters.

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EDITORIAL COMMENT

College and University Finances.

The annual report of the General Education Board for 1924-5, just issued, contains interesting statistics on the present financial situation of the endowed colleges of the United States.

On the 30th of June, 1923, it appears, something above 500 colleges and universities held in endowment approximately $550,000,000. More than half a million students were enrolled in 523 colleges and universities, of which 444 were private institutions. About one-third of this student body was enrolled in approximately 80 tax-supported institutions; another third in private institutions possessing endowment of less than $1,000 per capita; one-sixth in private institutions having between $1,000 and $2,000 per capita, and the remaining one-sixth in institutions having more than $2,000 per capita.

On the assumption that under existing conditions a college needs for current expenses an average of $500 per year for each student on its rolls, and that under existing conditions at least half of this sum must be made up by tuition fees, an institution must possess in endowment $5,000 per capita to meet the difference. The number of students enrolled in institutions thus fortunately circumstanced financially is less than 8 per cent of the whole. One-third of the college student population of the United States is enrolled in the four states of Massachusetts, New York, Illinois and Pennsylvania. One-half of the endowment funds held by private colleges are held in these four states.

Between 1902 and 1925, the General Education Board appropriated approximately $60,000,000 to the endowment funds of 291 colleges and universities, not including appropriations to schools of medicine. When these 291 institutions have obtained the requisite supplemental sums which they are now striving to secure, they will have added to their permanent funds the handsome aggregate of $200,000,000. But still the financial problem of American colleges will remain a long way from solution.

The General Education Board, it is announced, has largely finished its work in this particular field, feeling assured that by what it has performed the interest of alumni and the general public has been thoroughly aroused, and that the stimulus once required in the form of conditional appropriations is no longer essential.

Teaching Courtesy.

The circumstance that a well-known college for women recently observed "Courtesy Week" is worthy of notice, even in circles that consider "special weeks" in schools as a fad carried in some quarters beyond limits prescribed by sound judgment.

Unquestionably courtesy should be taught, and beyond cavil schools are the places in which to teach it. Courtesy is an indispensable accompaniment of civilized life, and is necessary in business as in all other every-day relations not only of men and women but also of boys and girls. Rarely are its principles ideally exemplified unless they have been acquired in youth.

True courtesy is not a thing of rigid forms, but essentially an expression of regard for others such as Christian teaching enjoins—a fact that probably was in the mind of the Elizabethan dramatist who described the Savior as "the first true gentleman that ever breathed." It is taught most effectively not by precept, but by example. Widespread and lasting is the influence making for courteous manners exercised powerfully and to a large extent no doubt unconsciously by the gentle Sisters whose lives of useful service are cheerfully spent as teachers in the Catholic parochial schools.

The One Way Sure and Safe.

Commentators seem agreed in the conclusion that a wave of dishonesty has inundated the United States during the period following the World War, and that it is attributable to the social, industrial and moral disorganization consequent upon that event. Whatever its cause, the situation it has brought about demands increased circumspection on the part of that portion of the public unwilling to suffer loss by the operations of sharpers.

In several parts of the country recently swindlers have been brought to the end of hectic careers in which they have made prey of bankers and lawyers and business men usually cautious about dealing with strangers. Meanwhile, few localities are free from wrongdoers of a less ambitious caliber, the professional peculators who canvass for subscriptions to periodicals with which they have no connection, and who, instead of reporting to the publishers the names of people entrusting them with orders, pocket the money they nefariously collect, and after "working" one neighborhood pass on to another to pursue their plan of petty robbery with fresh victims. Perpetrators of this villainy are of all ages—sometimes young fellows representing themselves as students earning means to carry them through college, sometimes elderly men with an air of having "seen better days"—both types often succeeding in enlisting sympathy which contributes not a little to the prosperity of their canvass.

Publishers, in general, have been obliged to do business since the war under handicaps inexistent before that time. The Catholic Press Association has found itself obliged to go to unusual expense in providing means for self-protection. On more than one occasion this journal has called attention to the necessity that all having business with it should deal directly with its publishers, thus obviating possible risk of payments failing to reach the destination for which they are intended. In spite of repeated warnings, however, there has been a growing number of complaints from friends imposed upon by peripatetics making false pretenses. Inevitably, the loss involved in cases of this kind falls upon patrons who have assumed responsibility by placing their orders with third parties instead of dealing directly with the publishers. Fortunately, sums lost in this way are not large in any particular instance, though their aggregate is important.

The one sure remedy for the evil situation described is for the public steadfastly to refrain from giving orders to canvassers. Deal with publishers directly, and not through Tom, Dick and Harry, representing themselves as agents.

Teaching Pupils to Think.

Often in discussions on education it is observed that the fundamental object of teaching is to induce pupils to think. This is very well as far as it goes, but is it not of prime importance that when they think they shall reach right conclusions? Is not the value of intellectual activity dependent upon its product? Is there any better way of testing intelligence than by its ability to reach correct conclusions? Does not the reason why ignorance endangers the community proceed from its proneness to think the thing which is not so?

The first step in thinking is to attain clear perception of the thing thought of. This imposes upon the teacher responsibility for taking pains to impress upon pupils the necessity for paying attention to facts. The name which has been given to this first step in thinking is perception.

The second step is called apperception, and implies distinct thinking, embodying the understanding of things in their relations.

The third step involves analysis, and comprehends thinking of the thing in its essential parts. It is a higher form of intellection than the other two, and can be exercised only

after clear and distinct thinking have become habitual.

The highest form of thinking is exhaustive thinking—in which things are referred to their causes. It has been said that this order of thinking gives perspective to thought-processes and eliminates accidental and misleading elements from the categories of thought.

Exhaustive thinking is not to be expected of infant classes. Experience fosters the conclusion that a large proportion of the members of every community pass through life without attaining the rank of exhaustive thinkers. The validity of thinking by the best thinkers is dependent upon the authenticity of the data on which they exercise their thought.

A teacher has done much to lay the foundation for correct thinking when she has trained her pupils to pay strict attention to data. She is grounding them for intellectual conquests when she sees to it that, whatever the subject of instruction—arithmetic, geography, history, spelling—they go from each lesson with clear and not cloudy ideas. Taught to appreciate the value of precision of thought, those of them who profit by her instruction will acquire habits of attention which will influence their course outside of the school room and be carried through life—habits on the results of which all sound thinking depends.

A Bill that Deserves Defeat.

The major objection to the proposed federal Department of Education is not the cost, though that would be considerable at the outset and inevitably enormously larger after the first few years. The gravest menace of this measure laden with mischief in several directions is that to which Senator Borah calls attention in these earnest words:

"Once you establish a federal department of education, in a startlingly brief time it will come to dominate completely and in detail your states in matters of education. That is the unbroken history of federal bureaus. They may tell you such is not the purpose, but they are uninformed as to the philosophy of centralization, its inevitable tendencies, its imperious qualities. The principle once admitted, the agency once established, the federal power will ultimately direct, guide, dictate, and control the whole educational system from the mother's knee to the final departure from the campus."

For some time it has been evident that herculean efforts are to be made to force the bill through at the present session of Congress. It is backed by the most imposing and determined lobby with which the national legislature has had to deal in recent years, feverishly demanding an early vote, though the revolutionary nature of the consequences it would entail should of itself admonish cautious consideration as a preliminary to action. Opponents of the measure denounce it as providing for an objectionable extension of federal power to matters that, in the spirit of the Constitution, should be under the authority of the individual states. They hold that federal participation in educational matters to the extreme limit to which it is feasible without jeopardy to the highest interests of the republic is exercised by the maintenance of the Bureau of Education as a branch of the Department of the Interior.

"Seven at a Blow."

Writing from Paris, a correspondent says that a new system of teaching languages is proposed by M. Pagot, a distinguished linguist. By his method, he declares, it is as easy, or even easier, to impart several languages at once than to make a single language the entire subject of attention. To members of the Musee Pedagogique, whom he addressed recently, he asserted that seven languages should be taken at one time, and before this expert assemblage he conducted a demonstration, though what was their final judgment as to the measure of his success the correspondent does not report.

The nub of the correspondent's summary is as follows:

"There are two variations of M. Pagot's system. In one of them he takes a given sound and describes its history in the seven languages, and by comparing one with the other, focuses the different words in the thought of the pupils. In the other he confines his specific teaching to one tongue, but while doing so makes frequent comparisons with the other six tongues which are thus brought to the aid of the principal language. He believes that experimental phonetics can thus be made a pleasant study, and that by means of his laws the nature of consonants and vowels can be demonstrated and their changes traced through racial differentiation.

"Of the practical value of the Pagot method it would be hazardous to jump to a conclusion on the slender basis presented. To readers of the Grimm Brothers fairy tales, the correspondent's recital may recall the story of 'the brave little tailor,' who contrived to gain respectful attention from strangers as a man who had 'killed seven at a blow.' It happened that the tailor was accorded more credit than he deserved, as the victims of his prowess were not men but flies. When seven languages are taught at once, what is to be understood regarding the scope and character of the instruction? "How thorough?" is a question of certainly no less importance than "How much?"

Different people conduct linguistic pursuits with different objects in view, and various degrees and descriptions of attainments suffice for the accomplishment of their various ends. One man might want, for instance, only such knowledge of French as would enable him to read scientific books in that language; another might purpose to study French literature. A third might be a commercial agent, contemplating a journey to France to sell certain goods. All the requirements of the individual now under consideration would be satisfied by ability to converse on a very limited range of subjects. Different—very different—the case of a student desiring French as an addition to his equipment for membership of the American Legation at Paris, who might want to write as well as to talk, and whose range of subjects in the usual course of affairs would be very wide. Even such a man, however, might consider it more advantagous to to confine his studies to one language at a time than to spread himself over seven.

For the average man of business, certainly, seven languages at once would be likely to suggest disagreeable aspects as a meal not easy to digest, and the only person ready to jump at it might turn out to be a philologist. One can conceive of philologists turning promptly to account in their particular line a plan which brings within easy reach the simultaneous acquisition of seven languages and the comparison of their vocabularies as the student goes along. Safe to say that if the new system proves to be all that is claimed for it, it will not be wasted.

New Plan in Nebraska.

Pennsylvania has a state association of parochial schools, but Nebraska, when plans now perfected are carried fully into effect, will be the first American commonwealth with Catholic parochial schools organized on a state-wide basis.

In Pennsylvania there is no common council of superintendents, nor is any one of their number charged with general supervisory authority. The state association, in fact, is vitally existent only while in session during its conventions. The Nebraska organization is to have at its head Rev. D. B. O'Connor as state superintendent, with three diocesan superintendents, one for the Diocese of Omaha, one for the Diocese of Lincoln, and one for the Diocese of Grand Island.

Throughout the country there will be interest in the working out of the experiment inaugurated in Nebraska.

National Music Week
May 2-8, 1926

The annual observance of National Music Week marks another milestone on the way to the widest interest in, and appreciation of, the best in music culture. Our president, Calvin Coolidge, well said: "Music is the art directly representative of democracy. If the best music is brought to the people there need be no fear about their ability to appreciate it."

The schools will participate by special program on Music bringing out the value of music to the community, and the close relationship of music to religion.

Use of Discretion

If a boy is not strong and robust, it is folly for him to think that he must try to fight with boys who always "lick" him. There are fathers who instruct their sons to use their fists without taking into consideration their boys' physique. Consequently there are boys who are eternally getting whipped, until they must be weary of the plan of existence.

No one cares to see a cowardly child, but there are many times when a little diplomacy will avert a "scrap" and with the child who is not quite fit physically, diplomacy should take the place of aggression.

That "discretion is the better part of valor" is undoubtedly true, and the axiom is one that it might be well to explain to and impress upon a child.

HUMOR OF THE SCHOOL ROOM

Innocent in Intent.

Two small boys were having a struggle. When one received an unexpectedly hard blow, he exclaimed:—

"If you don't look out, you'll end up in a place that begins with "h" and ends with "l".

A school teacher, who was passing, on hearing the remark scolded the boy severely for what he had said.

"Well", replied the boy after a pause, "I'm sure I don't know what you are talking about. I only meant hospital."

Imitating Father.

Jimmie (resentfully): "Teacher's going to keep me in every night this week on your account, pa."

Father (bewildered): "On my account?"

Jimmie: " 'Member last night when I asked you how much a Russian ruble is worth? Well, 'not worth a —' is not the right answer."

A Lonesome Place

"Mother, do liars ever go to heaven?"

"Why, no dear," replied the mother in some surprise, "certainly not."

There was quite a pause.

Finally the boy said quietly:

"Well, it must be mighty lonesome up there with only God and George Washington."

Expected Too much

The nervous patient, about to have gas administered, anxiously inquired, "Will it make me sick, doc?"

"Not at all," replied the anestheician.

"How long will it be before I know anything?" was his last question, as the mask was adjusted.

Probably the gas mercifully shut off the doctor's retort, "Aren't you asking a good bit of the anesthetic?"

Business Acuteness

"John," said Mrs. Norris to her husband, "I'm really afraid our Junior is lazy. He persuades little Freddy to do all his work."

"Lazy!" exclaimed Norris, "That's executive ability!"

THE PLAN AT JOHNS HOPKINS.

Time was when of necessity all American institutions of higher education were such for the most part chiefly in name. Thus Harvard began as little more than an academy. The University of Wisconsin, at its outset, was not much beyond the rank of a high school, and the same was true in early days of many other American colleges, despite ambitious intentions and high-sounding names. Even now, much of the energy of divers institutions of collegiate grade is expended in preparing students for the higher courses of study.

For some time past there has been discussion of methods by which colleges and universities could be disembarrassed from responsibility for training young people in elementaries, and enabled to concentrate on higher tasks. Is there in the United States any institution better situated to lead the way in this direction than Johns Hopkins? From Johns Hopkins comes the interesting news that President Goodnow and the trustees have decided to discontinue at once or as soon as possible the courses ordinarily given in the first two years of the American college; to grant no baccalaureate degrees; to admit to the University only those who may possess the necessary mental endowment and equipment for research; to give more intensive training to the comparatively few who are admitted, "unhampered and unimpeded by numbers," and to confer only the degree of Doctor of Philosophy and that of Master, for which four years and three years of residence respectively will be required as a rule.

While the proposed experiment is in its tentative stage, the educational world will look on with interest.

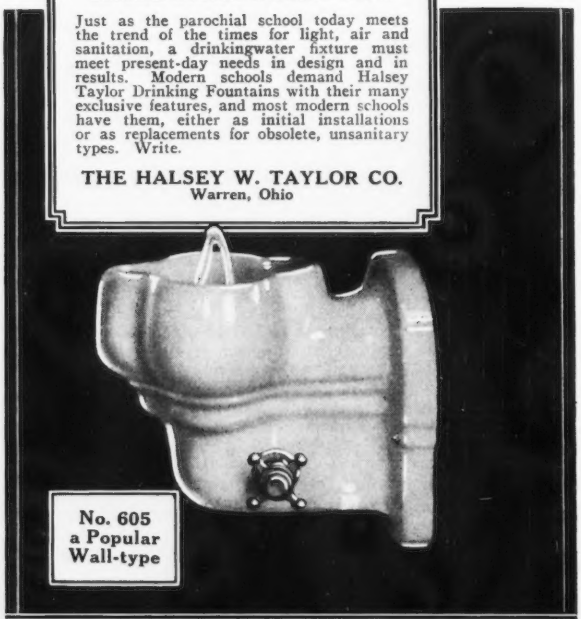
The whole of life should be to us a Lent, to prepare us for the Sabbath of death and the Easter of Resurrection.
—St. Bernard.

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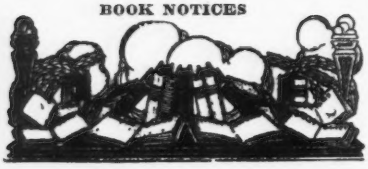
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The Hygienic Pig and Other Stories. By Janet Field Heath. Illustrations by Ludwig and Regina. Cloth, 112 pages. Price, 70 cents net. Beckley-Cardy Company, Chicago.

Better Health for Little Americans. By Edith Wilhelmina Lawson, Rockford (Ill.) Public Schools. Cloth, 151 pages. Price, 70 cents net. Beckley-Cardy Company, Chicago.

Both of these attractive little books are intended to instill correct hygienic principles in the minds of children in the lower grades. Miss Lawson undertakes to perform this service by offering specific instructions, while Miss Heath enfolds suggestions in the garb of stories. The Lawson book would do very well for special reading exercises of First Graders, while Miss Heath's book is available for inclusion in school libraries which supply supplementary reading.

Teaching as a Profession. Its Ethical Standards. By Matthew J. Walsh, State Normal School, Indiana, Pennsylvania. Cloth, 387 pages. Price, ... Henry Holt and Company, New York.

"While other vocations, through codes of ethics and the development of group consciousness, have been evolving ever higher stndards of business and professional practice, teaching has largely failed either to develop unity of purpose in a great calling or to work out standards of conduct which are binding on all members of the vocation." This excerpt from the preface of Mr. Walsh's book is made for the purpose of illustrating his point of view and indicating the nature of the task which he set for himself. As is evident, the volume is concerned directly with teaching in the public schools, and its strictures have no reference to parochial school teachers. Naturally, however, it touches upon many matters of interest to friends of education in general. As a compendium of information upon the many matters related to the subject of teaching it will be found practically useful in many ways.

A Little Saint of the Modern Home. By Rev. Bernard Fuller, S.J. Paper covers, 45 pages. Price, ... P. J. Kenedy & Sons, New York.

This is a sympathetic and excellently written study of the beautiful life of Saint Theresa of the Child Jesus and of the Holy Face, "the little Flower of Jesus," who was born at Alencon, France, in 1873, died at the Carmelite Convent of Lisieux, September 30, 1897, and was canonized May 17, 1925. It presents a picture of this Catholic child who in the midst of this modern age of luxury and worldliness consecrated herself to simple and holy living, leaving an example worthy of imitation by all who aspire toward what is best. "She was," says the author, "God's gift to the world, just before the Great War, that her smile might win our young people back to Nazareth and to Nazareth's simple ways." The booklet is bountifully embellished with full-page half-tone illustrations.

A Manual of English. By George B. Woods Dean and Professor of English, American University, and Clarence Stratton, Director of English in High Schools, Cleveland, Ohio. Cloth, 282 pages. Price, $1 net. Doubleday, Page & Company, Garden City, New York.

To qualify students for the clear and correct use of ordinary English is the object of this book. It points out the most common errors in student English and presents concrete illustrations of what is right. For the purpose of convenient reference, much of the material is grouped alphabetically, while for greater convenience where the book is used in consecutive class work, the same material is grouped logically in the table of contents. "The Paragraph", "The Whole Composition", and "Forms of Written Discourse" are discussed in three separate sections at the end of the book. There is more than one way of securing good results with a class in English composition. In the hands of a competent teacher, much might be accomplished with this book as a text.

The Iroquois Arithmetics. For School and Life. Book One, Grades Three and Four. By Harry Dew DeGroat, Principal of the State Normal School, Cortland, New York; Sidney G. Firman, Superintendent of Schools, Glen Ridge, N. J., and William A. Smith, Superintendent of Schools, Hackensack, N. J. Cloth, 318 pages. Price..... Iroquois Publishing Company, Inc., Syracuse, New York.

"Teach only one difficulty at a time," is a motto which has been kept constantly in mind by the authors of the series whereof this is the initial volume. The illustrations were made by up-to-date artists and are illuminative of the text. The presentation of arithmetical principles is orderly and conformable with the average student's progress in capacity. Tests introduced at frequent intervals as well as at the end of the book provide a means of continuous measurement of attainment.

A History of American Immigration—1820-1924. By George A. Stephenson, Ph.D., Assistant Professor of History in the University of Minnesota. Cloth, 316 pages. Price, $2.40 net. Ginn and Company, Boston.

Only recently have historians begun to pay due attention to the importance of immigration as a factor in the political development of the United States. The avowed object of the volume under review is to assist the student in viewing this subject in adequate perspective. The spirit in which the author has undertaken his worthy

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Standard Service Arithmetic. Book Two. By F. B. Knight, College of Education, University of Iowa; J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa; G. M. Ruch, College of Education, Des Moines, Iowa. Cloth, 547 pages. Price, 96 cents net. Scott, Foresman and Company, Chicago.

This book, though not the first of the series to which it belongs, is the first to make its appearance, Books I and III being announced for publication during the course of the present year. Book Two is intended for pupils in the Fifth and Sixth Grades. In arithmetic the old saying that "Practice makes perfect" is true, and a feature of this text is the number of scientifically standardized drills which it provides, no fewer than fifty-nine of them being designed to afford opportunities to the pupil for self-testing. Standards based on percental ratings are placed at the end of each drill, and a "Progress Chart" enables every pupil to keep a graph record of his achievement. Technical language is carefully avoided, with the object of making the study of numbers as simple and natural as possible, while all the work proposed is carefully arranged in a scale of ascending difficulty. The "Pupil's Self-Help Index" is a useful device to induce young students to adopt self-relying methods likely to exercise a beneficial influence in their conduct of all descriptions of school work.

The Psychology of Social Institutions. By Charles Hubbard Judd, Professor of Education and Director of the School of Education, University of Chicago. Cloth, 346 pages. Price ..... The Macmillan Company, New York.

A volume on psychology intended for teachers was prepared by the author of this book nearly a quarter of a century ago, and even at that time he was convinced that the mental life of the human individual cannot be understood without taking into account the social environment in which he lives. There is obviously a great deal in common between the lower animals and human beings, yet those theorists who undertake to explain the nature of man in modern societies by analogies drawn entirely from the creatures that dwell in forest and field essay to build upon an inadequate foundation. The purpose of Professor Judd is to show that there is a clash between "common sense and the biological sciences when they attempt to treat human experience as of the same type as animal experience." "Human society", he observes, "is a unique fact in a world which has no other system of intelligent social co-operation." The book is an exposition of the influence of social institutions

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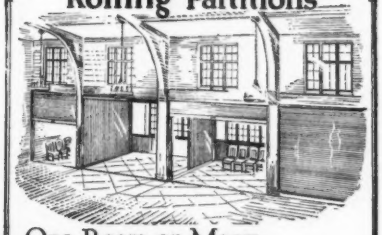
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on individual character, and its bearings on problems of education are interesting and important.

The Fine Art of Writing. For Those Who Teach It. By H. Robinson Shipherd, Ph.D., Harv. Cloth, 358 pages. Price..... The Macmillan Company, New York.

There are teachers of the fine art of writing to whom their occupation is not a drudgery but a delight. Naturally, it is this class of teachers who are most successful. To bring all teachers of writing into this class is a worthy object, and such is the object of Dr. Shipherd's interesting and valuable book. Besides laying down generalizations extremely pertinent and practical derived from his own experience, he devotes a considerable portion of his space—nearly one-third, speaking precisely—to an anthology, under the caption of "Precept and Practice", made up of statements by famous and influential writers, English and American, now living or not long dead, which throw light on the way in which good writing has been and may be done. There is also presented a list of books containing matter worth reading by teachers of the fine art of writing.

The Little Book of English Composition. By E. A. Cross, A.M., Ph.D., Dean of Colorado State Teachers' College and Professor of Literature and English. Author of "The Little Grammar", "Fundamentals in English", etc. Cloth, 175 pages. Price, 80 cents net. Little, Brown, and Company, Boston.

"The ideal way to teach composition is to find what the pupil's errors are, and then, by individual instruction, to help him to overcome them. In addition to that, the teacher should come to know what instruction each pupil needs to be able to express himself simply and clearly in conventional good English, for composition is not merely overcoming errors, it is also learning new, right things about using the language." This is the author's arresting introduction to a compact and carefully prepared treatise, which will be found useful with groups so large that systematic work with each individual is out of the question. The author has prepared simple lessons to help beginners over their usual difficulties, and teachers will find it practically easy to assist a whole class with the same practice and criticism that is helpful for a single pupil. The book is written primarily for junior high school pupils.

Wag and Puff. A Primer. The Child's Own Way Series. By Marjorie Hardy, Primary Teacher, University of Chicago Elementary School. Illustrated by Lucille Enders and Matilda Breuer. Cloth, 140 pages. Price. 60 cents net. Wheeler Publishing Company, Chicago.

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First Grade Manual for the Child's Own Way Series. By Marjorie Hardy, University of Chicago Elementary School. Leatherette, 304 pages. Price, 80 cents net. Wheeler Publishing Company, Chicago.

Are all children alike when they first come to school? Do their mental states remain unchanged during the entire process of learning? Miss Hardy's answer to both of these questions is "No," and she has formulated a system of instruction in conformity with the belief that the greatest possible difference exists between children, and that each individual child is profoundly influenced and changed by experiences to which he is subjected at school. The teaching technique that will help one child may be hurtful to another, if Miss Hardy's conclusions are correct. What those conclusions are, and the data on which they are based, are clearly set forth in her "Manual." Her "Primer" and "First Reader" are attractive for themselves, independently of the psychological theories which have contributed to their preparation. All who desire to keep up with the latest developments in pedagogy will find "the new technique of teaching primary reading" worthy of attention.

Literary Exercises. By Arthur Vincent Coghlan. S.J., Book One. Cloth, 147 pages. Price..... Published by the Author, University of Santa Clara, Santa Clara, California.

"Superfluous branches we lop away that bearing boughs may live." The old gardener's practice is a good one to be borne in mind by authors of books. Too rare are those who follow it as implicitly as Father Coghlan, whose compact text for the first year of English in high schools is so wholly admirable in respect to what it omits as well as what it includes that it may be commended without reserve. While free from flourishes, it is rich in interest from the first page to the last, and nowwhere is it obscure. Moreover it is rigidly systematic. Opening with word exercises calculated to improve the pupil's vocabulary, it takes up in due order the phrase, the sentence, the paragraph and connected paragraphs, concluding with an appendix calculated to facilitate a brief review of grammar. It is, as the experienced Brother Leo observes, "a text eminently practical, and certain to help the right sort of teacher, and to keep the wrong sort of teacher from going completely wrong."

Differents Souvenirs de Jeunesse, Being Episodes Selected from the Novels of Anatole France. With Introduction, Notes and Glossary by V. F. Boyson. Cloth, 100 pages. Price, 50 cents net. Oxford University Press, American Branch, New York.

This is a text book for students containing ample Notes, a copious Vocabulary, and adequate explanations of Phrases and Idioms. The illustrations are a half-tone portrait of Anatole France and a full-page map of Central Paris.



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Keys to the Halls of Books. By Gertrude Buck, Instructor in Library Science, State Normal School, Milwaukee, Wisconsin. Paper covers, 54 pages. Price, 75 cents net. The Kenyon Press, Wauwatosa, Wisconsin.

College freshmen following the pattern of this book in taking notes would find themselves in good form at the start. The book is intended not only for them but also for teachers in college, normal school and high school. While not a text in the usual school room sense, it will meet many needs. In it the methods in use in modern libraries are lucidly explained and much cognate information is compactly presented.

Correlation in the Work-Study-Play School (Platoon). By Ellen F. Sullivan, Teacher in the Public Schools of Akron, Ohio. With an Introduction by Walter J. Bankes, A.M., Dean of the Teachers' College of the Akron Municipal University. Cloth, 386 pages. Price..... Ellen F. Sullivan, Akron, Ohio.

There has been so much discussion of the Platoon System (pro and con), that many people dealing with the subject of education will be interested in an authoritative and detailed explanation of what it is. Not a few teachers of platoon schools will welcome the present volume on account of helpful suggestions in correlation. The value of much of the material which it contains for use in supplementing work in similar activities in schools of other types of organization will be obvious on casual inspection of the book. Special and Festive Day Observance is one of the subjects treated with commendable and helpful detail in the appendix. The numerous full-page embellishments illustrate activities in Akron public schools.

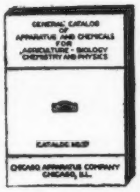
Fundamentals of Dress Construction. By Sibylla Manning, Head of the Dressmaking Department, Vocational High School, Minneapolis, Minnesota, and Anna M. Donaldson, formerly Superintendent Philippine Normal School, Manila, P. I. Cloth, 223 pages. Price..... The Macmillan Company, New York.

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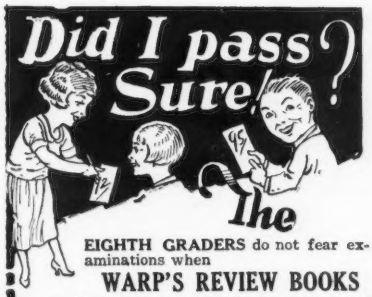
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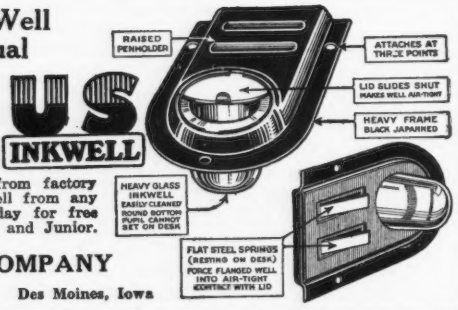
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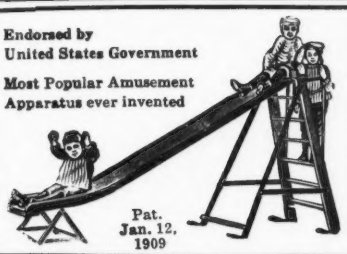
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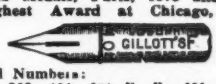
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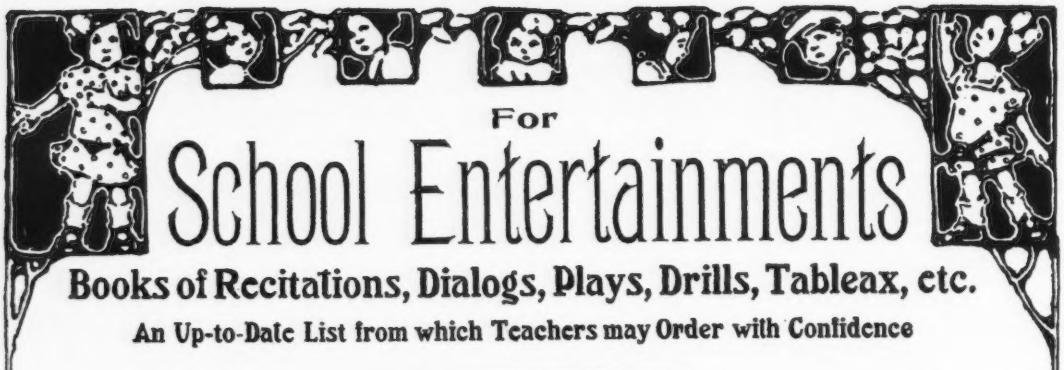
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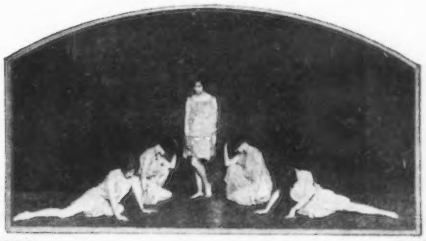
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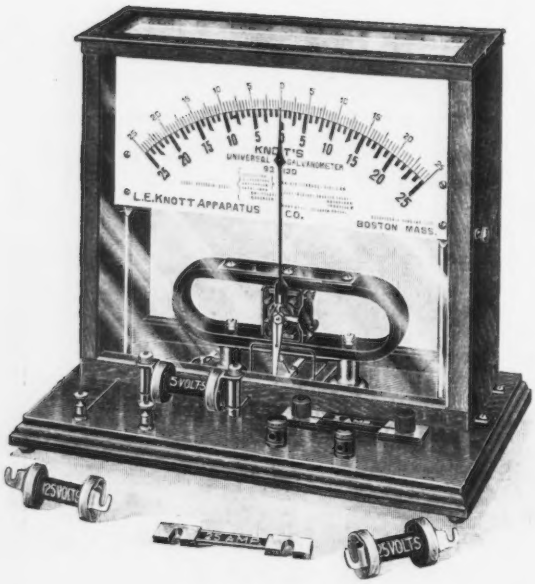
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